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A Weekly Journal of Education.

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New York, October 4, 1884.

"Right is right, since God is God,
And right the day must win;
To doubt would be disloyalty,
To falter would be sin."

It was stated in the recent educational conference in England that "one great object of school work is to prevent pupils from becoming well informed." A great truth is expressed in these words—and the more we think about it, the more we are satisfied that it not too strongly stated.

The educational waking up of Turgenev, the eminent Russian scholar, is instructive to teachers. In his younger days he was not especially benefitted by his many tutors. At the age of twenty-two he was still half a boy. His amusement consisted in teaching a dog, but as it turned out the dog taught him. He had considerable trouble to make this dog catch rats. As soon as he succeeded he threw his whole philosophy to the dogs, and went rat-hunting. Up to this time he had been made to do what he did not like. Now he permitted himself to do what he liked. The secret of true education consists in letting a child do what he likes, but being certain that he likes to do what he ought to. How can we do this? This is the question of the times, the most important question of the hour and the school.

A YOUNG man seventeen years old only a few nights ago walked into a grocery in this city and wantonly maltreated the wife of the proprietor. He was maddened with whiskey. There are other gangs, the proprietors of which are pot-house politicians, and through their influence with the Police Justices they often secure the release of those arrested. "No use o' pullin' me in," said a member of a down town gang to a police officer who had

arrested him. "I'll be out in the mornin' afore you are. And don't you forget it." He spoke the truth. He belonged to a political association.

On the same night another gang raided a fruit stand and robbed its proprietor. They were boys between thirteen and eighteen years old. When they were arraigned before a Police Justice a youthful spectator shouted: "I'm one of the gang, too. I want to go wid the other fellers to the island. The gang always stands together."

These outbursts of youthful crime indicate an amount of depravity which is appalling in any person, but doubly so in the young. Organized bands of young criminals can only exist where education is not enforced. The state should demand the education of all its youth. Such gangs as these could not be possible if it did.

"Maddened with whiskey" and "seventeen years old," what a union of statements! An old sinner is a pitiable object, but the sight of a young drunkard and desperado is enough to make angels weep. "What is to be done about it?" Something *must* be done about it. In the forgoing narration two words stand in juxtaposition—to which we call attention—whiskey and pot-house politicians, consider them. Potent for evil; to-day doing more harm than ten thousand accountants can compute. What shall be done about it? We shall see.

THE political issue of the present time is personal character. Other questions are of minor importance. How is Cleveland's moral character of to-day affected by his past sins? Do the Mulligan letters implicate the veracity and honesty of Blaine? These are the topics of the hour. Why should they not be? We have reached a time when the personal element is exalted. Bank failures, stock gambling, corners and jobbery have opened the eyes of the nation. We trust they will touch the hearts of teachers and parents. The young must be trained to be honest in little things. Under the old masters in our ancient seats of learning little dishonest acts were laughed at. Nothing was thought of the sly use of a translation or the stealing of professor's melons. A freshman could be hazed with impunity even by Christian students, and a little lying on study reports was a slight sin. From time immemorial student's sins have been considered but slightly venal.

The right kind of education makes children honest, manly, open hearted, truthful and reliable. The old dogma, that there is a certain amount of old Adam in every child that must be taken out, is obsolete. A child can just as well be trained to be truthful and kind as to be cunning and cruel. It all comes from the way he is treated. We are not natural born cut-throats and thieves. There is nothing so near heaven as the tender loving heart of a child. He can be made either an angel or a devil. It all depends upon the way he is trained. Say even to a

dog, "Get out of my way you poor miserable cur," and the gentlest puppy will become a snarling, snapping hateful dog. The meanest man on earth was started on the road of meanness by his teachers. Notice, we do not say *school* teachers. We say *teachers*. His companions, his books, his associations taught him. In this school he made a rapid advancement. From slang words to bad words, and then to oaths was his progress. Neither a child nor a man does what he was not at first taught to do.

A SOBER dog is better than a drunken man, in fact some dogs seem to know more than some sober men, and set us examples we may do well to follow. A few days ago "Heck" smelled fire in a hotel and he at once caught the coat collar of a drunken watchman by the teeth and compelled him to seek the side walk. Then he rushed around and cried "Fire," in every possible manner he knew how. When a mother let her baby drop, "Heck" picked it up in his teeth and saved it. Then he rushed into the burning building evidently thinking that somebody else needed help and perished in the flames.

"Heck" was in his way, what Jerry McAuley was in his, what Florence Nightengale was in hers, and what everybody is who is trying to save others. We are all of us in danger and the real noble-men and noble-women are those who are keeping us from perishing. We are seldom called upon to save lives from a burning house, but we have continual opportunities of keeping others from running into fires. It is more important to save others from getting into danger and temptation, than to help them out when they do get in.

A reformed sinner is not half as good a saint as one who never needed reforming. When the bloom is rubbed off the peach it can never be replaced again. It may roll in the mud and yet after a thorough washing become quite a respectable peach, but it can never be quite as good as it was at first. It takes a great deal of hunting and trouble to bring back into the fold a lost sheep, but when it is found and washed it isn't likely ever to be quite as clean and sound as it was before it went away. It is a greater work to educate children so that they will not need to be reformed than to let them go to the bad and then convert them. It requires more skill to construct a house that cannot be burned than to invent a machine to put out a fire after it is started. "Lead us not into temptation" is a more important prayer than "Forgive us our debts." Never get into debt and you will never need to pray "Forgive us our debts." Here is a most important lesson for teachers. To forewarn our pupils is to forearm them. A castle that cannot be taken will never be attacked. The devil will let those alone whom he cannot conquer. A settled moral purpose, like a Gibraltar, is a mighty human fortress, in the equipment of life.

It is said that Col. Parker is the first United States teacher who was ever invited to address a Canadian Association.

A note from Professor John Kennedy informs us that he is steadily improving in health. His numerous friends will be glad to hear this good news. That his forced hermitage, in Iowa, will give him strength for many years of educational work, is our sincere wish.

NORMAL PARK has opened a new year, with most encouraging prospects. During the vacation Col. Parker conducted a large Institute at his home, which was largely attended by experienced teachers from every part of the Union. They went away revived, instructed and inspired for greater efforts for a better, if not a newer, education.

PROF. T. M. BALLIET is rapidly coming to the front as an able institute worker. He is at present conducting the Cook Co., Ill., Institute, held in connection with Col. Parker's Normal School. It will close Sept. 26th. He will then go to Pennsylvania, and continue work there until January, going from county to county lecturing and teaching.

Professor Thomas J. Gray has been elected President of the St. Cloud State Normal school, Minn. President Gray is a graduate of the St. Cloud school, and for many years professor in it. More recently he has been State Institute conductor. His election is a reward for years of devoted labor, and we do not doubt it will be his highest aim, as he says in a personal letter, "to build upon the broad foundation, already laid, such an institution as will bless the schools of Minnesota." He has a grand field in which to work, and he is fully able to build a magnificent educational structure in the best part of the best State in all this Union.

Daniel J. Pratt, Ph. D., died recently in Albany. He was for many years principal of Fredonia academy, and treasurer of the State Teacher's Association. He is best known as Assoc. Sec. of the Board of Regents. He was from the first the workingman of the office. To him fell the details of the new plans introduced from time to time, and the greater portion of the correspondence. For many years the Regent's Questions were prepared by him, either personally or under his direction. The statistics of the office were his especial province. He was a man of most earnest spirit, purity of character, and devotion to the work entrusted to his care. Although for some time in poor health, still his salary was continued. In his death the State loses a most faithful and intelligent educational worker.

THIS year we have arranged to hear from several of our State Normal schools. There is a great anxiety among our teachers to know what they are doing. The people do not especially care how large an attendance they have, or how many instructors are employed, or how valuable are their libraries, laboratories and cabinets, but what sort of teaching is found in them. We propose to publish verbatim reports from eye-witnesses, so that the world may know their true condition. Last year we devoted considerable space to Col. Parker's work at his Normal. We shall keep our readers informed as to what he is doing, for we believe he is an apostle of reform; but we shall pass around to other schools and give them a chance. We commenced a few weeks ago with Oswego.

DURING the session of the National Educational Association last July, at Madison, Wis., a meeting was held of a number of prominent educators of the country, for the purpose of organizing a society which should have for its object the observation and gathering of facts bearing on the psychology of child-life, for the purpose of studying the laws of growth of the mind in a strictly scientific manner. The society assumed the name, THE SOCIETY OF EDUCATIONAL INQUIRY. It is its purpose to hold

annual meetings—probably in connection with the meeting of the National Association. Prof. G. Stanley Hall, of Baltimore, was chosen president, and Prof. Thomas M. Balliet, of Normal Park, Ill., secretary. All persons interested in the line of observation and research proposed, are invited to communicate to the secretary such facts as may come to their notice bearing on the psychology of child-life.

Set to work with the pupil; show him your method of "chasing down" a subject; teach him how to use dictionaries, indexes and tables of contents. "Work aloud" before your pupils, as the German professor is said to do; but, when he is once shown, leave him to do the "chasing" for himself. Do not "work aloud" so much that you do all the active work yourself, and leave nothing for the pupil to do but passively to receive what is imparted. Mainly, leave the pupils to learn by their own doing. Show them how to carry on investigations for themselves. Young men and women who go forth from our schools with this sort of training are far better equipped for making their way in the world than they possibly can be by any thoroughness of machine-memorizing and recitation of the text-book alone. The teacher who can thus open the fields of literature to his pupils, and lead them to walk therein with appreciation and self-reliance, has done them a service for which they can never be too thankful.

The investigation of subjects independently of text-books should begin in lower-grade schools. The primary teacher who tells pupils to observe the flowers in the yard at home, or to see what their story-books say about fairies, is starting them on the path of investigation; and the grammar teacher who sends them to the newspaper to learn what they can about Tonquin, or the Black Flags, or to the cyclopædia for information concerning cotton or the patent office, is conducting them along the same road.

Chautauqua is the place where the next National Association ought to meet. It is midway between the East and West. Excursion rates are already arranged from all parts of the country. Ample accommodations can be obtained at low terms. It is removed from all the distractions of the outside world, and is one of the most beautiful spots on earth—eight hundred feet above Lake Erie, whose pebbly shore is but seven miles away on the north. It is 1,426 feet above the sea level, upon the divide between the steaming waters of the gulf and the colder currents of St. Lawrence bay. But these are trivial arguments.

This association should be a power for personal uplifting. Let the Council discuss grand and lofty themes, and split their metaphysical hairs all summer, if they want to; but, in the name of merciful humanity, keep such nonsense away from the platform of the National Association. Let it be understood that *instructive* papers will be read, telling how to teach—that model lessons will be given by model teachers, that the utmost care will be taken to kill all educational sermonizing, generalizing, and preaching; that ample time will be given—not to discussion, but questioning and answering. In a word, let it be understood that the best teachers will be called upon to exemplify the best teaching, and it will need no great advertising to bring together an immense crowd of hungry learners who will camp out in the delightful shadows of Chautauqua all summer, if need be.

The question comes from ten thousand school-rooms, "How can we become better teachers?" When our National Association meets, teachers must not be offered the hard and stony problems of psychology, or empty nothingnesses, airy generalities, and crude platitudes, in place of the nutritious bread and meat of tried instruction. We shall trust the sound wisdom of President Soldan to make the next meeting of the National Association more useful to the thousands who are asking for light, than any former gathering in its entire history.

FOR THE SCHOOL JOURNAL.

THE MIND.—V.

MIND INCENTIVES.

"Lulled in the countless chambers of the brain,
Our thoughts are linked by many a hidden chain.
Awake but one, and lo! what myriads rise!
Each stamps its image as the other flies."

Thring says, "It is useless pumping on a kettle with its lid on. Pump, pump, pump. The pump-handle goes vigorously, the water pours a virtuous glow of righteous satisfaction and sweetly beams on the countenance of the pumper: but—the kettle remains empty." When a man is in a sound sleep we must get at him in order to wake him up. After a thorough shaking he yawns and rubs his eyes, and looks around in a dazed stare and wants to know what all this fuss is about. "Why can't you let me alone?" No, we cannot let him alone. He has work to do that must be done, and he must be wide awake while he is about it. He himself really wants to wake up, but sleep is too much for him. He must have outside help. So it is with the child. We want his help in the work of the world and we must wake him up. It must be accomplished by incentives. What are they?

The pump and kettle illustration of Thring is not altogether an apt one, for the mind is not a kettle to be filled by outside pumping in, it may better be supposed to be in a dormant state and must be waked up—or in a germ state and must be nurtured into maturity and symmetry. The mind of another cannot be incited to activity without a corresponding activity on the part of the teacher. An able earnest teacher will always find able and earnest scholars.

Curiosity is an incentive. We are all extremely curious to know things hidden from us, for men are but children of a larger growth. A boy will sit on the bank of a river all day and fish, content with only an occasional nibble. He is curious to know what sort of a fish he is going to catch. Guessing is a favorite sport with children on account of this element of curiosity in it. If a teacher brings a closed box into the school-room and says, "I have something very wonderful in that box. Guess what it is," he will find every eye wide open and every pupil showing evidence of the deepest attention and interest.

Skillfully used—this is a powerful mind incentive, but it is easy to drop down into the most common place questions and answers, as "What is this I hold in my hand?" "Jane, you may take it and tell me whether it is hard or soft," etc., etc. Certain kinds of Object Lessons, as given in many schools, are of this insipid stamp. A genuine curiosity will often create enough disorder to send a strict disciplinarian of the old school to the insane asylum. It is easy to put children upon an intellectual race-course through curiosity. Let them run: as long as they can be brought to a stand when necessary, no harm will be done. A prudish exactor of order and propriety will squeeze all the juice of life out of a school for fear of noise and indecorum.

The principal mind incentives are love, duty, intellectual excitement, praise, pay, and fear. Perhaps the order in which they are given here is, as nearly as can be determined, the true statement of their value in inciting the mind to action. It would be profitable to stop and discuss each of these forces, but space and time will not permit it. At various times they will constitute topics of discussion in the JOURNAL and INSTITUTE.

It must be remembered that the mind can only be reached through the senses. These are the only avenues to it. Therefore, the more acute the senses become, the more impressions they will convey to the brain and consequently the more knowledge it receives. Everything the mind actually takes in, it keeps, and sometime it gives out again. Some impressions upon the senses do not reach the mind, but when they do, they are not lost: consequently the work of the teacher must be so to train the senses that they will readily convey impressions to the mind and so train the mind that it will keep what is given to it. This can only be

done through *voluntary* activity. There must be freedom. Whenever a restraining or forcing process is undertaken the mind will not be free to act, and as a result it will not grow. Scolding or commanding destroys the free activity of the learner. He must willingly yield himself to the work before him. In other words the teacher must get willing interest. This can be done at first by objects and then by imagining, reasoning, classifying, or reproducing facts. If a teacher says, "You must give attention? If you do not I shall keep you after school," he might as well talk to trees or stones, yes, better; for trees and stones are passive, but under these words the mind becomes antagonistic and repellent. Equally impossible would it be to excite interest by urging duty. "You ought to be interested. It costs so much to send you to school; why are you not interested?" It not only accomplishes nothing but represses and often destroys interest.

The motto at the head of this article indicates a most valuable mode of procedure in inciting the mind to action. One thing always leads to another. Following up link after link, keeping the continuity of thought, and not permitting it to wander off into side issues is essential. This holding the interest concentrated on one thing, and its logical associates, is an essential element in successful teaching. "Don't scatter, take aim" is as valuable an order in the school-room battle as in a charge with guns. To drive ahead towards the main issue is absolutely necessary if we ever expect to get there.

The joy of discovery is a most powerful mind incentive. A child may cry "Eureka!" with as much real exultation and excitement as Archimedes, Columbus or Balboa. When the little Columbus says, "I won't give it up," he is getting ready to jump up in joy and cry out "I've got it! I've got it!"

There is no incentive in a dull prosy following in the steps of another. The drowsy policeman who mechanically plods on in his accustomed beat has no incentive to quicken his tardy steps, but let him get on track of a thief and see how he wakes up. Through this ally, around that corner, into this cellar, and lo! he has him! Lurking in an old box, covered up with a pile of rags he pulls him to light. He has discovered him! The world is full of illustrations of this element of joy. Flowers, rocks, sand, water, wood, paper, and a thousand other things afford the objects from which discoveries can be made. The old method, with its command, "Study your books," is as far removed from the new method with its invitation "Let us see what we can discover," as midnight is from mid-day. The WILL next.

For the SCHOOL JOURNAL.

NORMAL TEACHING.—IV.

OSWEGO STATE NORMAL SCHOOL.

By EDWARD R. SHAW, Yonkers, N. Y.

THE PHILOSOPHY OF EDUCATION.—Preceding what is called the Method Term at Oswego is the study of the Philosophy of Education. Mental and Moral Philosophy, as is well known, underlie all this subject. We may define it as the science which, based upon the principles derived from the study of mental and moral philosophy, suggests the best ways, means, or methods for the development of the mental and moral faculties.

Professor Krüsi recognizes an indispensable unity between the mental and moral phenomena of human nature, and, accordingly, combines mental and moral philosophy in the same course. He begins with Perception as being the first active faculty of the child from its very birth, and finds closely allied to Perception and manifesting themselves very early in the child's life, the Affections and Desires, through which knowledge is stimulated and fructified, and without which the work of the mother or teacher would be dreary, and to a great degree unproductive.

In a similar manner he finds the counterparts of Recollection and Imagination in Faith and Hope; for, in his view of the matter, Faith and Belief,

which are based on Trust and the opinions of others, must necessarily recollect the experiences of the past, while, on the other hand, Hope builds up from them new visions for the future.

Then, again, as Reason is based upon a proper judgment in regard to facts, in the service of Truth, so, he would find that Duty and Conscience have the same basis for the appreciation of *right* and *wrong*.

Having suggested Professor Krüsi's general plan of treatment, we shall endeavor to give some idea of his more immediate method of work with his class.

Topics are assigned, and upon these there is a free discussion by the pupils with the teacher. At the same time, the knowledge and experience of the pupils is never lost sight of; for, in this as in other subjects, that eternal principle holds of *going from what is known to what is unknown*, and only as fast as the pupils can thoroughly make the connection. At times, therefore, it becomes necessary for the teacher to show the direction in which the solution of mental and moral problems may be found. The day we first visited the class, they were discussing Memory, and from that lesson we give the topics in their order for several recitations:

III. (a) Have old people, or young ones, better memory?

Make a distinction as to the kind of memory possessed by each.

(b) Do our memories act better in the morning or in the evening? Is there any analogy between the answer connected with this question and that given under (a)?

IV. (a) Can memory be cultivated? How, or by what means?

(b) Do passionate novel readers, as a general thing, cultivate their memories? Give your reasons for or against.

V. Examine the studies pursued in a school, as, for instance, geography, history, natural science, etc., and show, separately, which of the associations alluded to are brought into operation so as to assist the memory in retaining knowledge.

IMAGINATION.—I. (a) What, in your opinion, are the characteristics of a good story for children?

(b) What are the properties of a good novel? Of a bad novel?

(c) What are the injuries received from the reading of a bad or sensational novel?

(d) Do you know of any authors celebrated for their talent for writing stories for children? also, authors of some really good novels?

II. (a) What is a parable? Is it based on truth, or fiction, or both?

Show this by making reference to known parables.

(b) What is the object or purpose of parables? Why did Jesus so often make use of them?

III. (a) In your opinion, have children or old people more strength of imagination?

(b) Is there something in the imagination of children which partakes of the poetic element?

(c) Is there something in children's imagination which differs from that of the poet? In their productions?

(d) Have boys or girls the greater imagination?

IV. Is there anything in so-called history which is the work of the imagination, and what?

Are the nations of the North or the South possessed of the higher imagination?

V. (a) Can or ought a school to contribute anything to the cultivation of the imagination?

(b) What subjects are best fitted for this purpose?

(c) Are philosophers or students of science occasionally deprived of Imagination? Why?

FAITH AND HOPE.—I. (a) Could we have any Faith without observing the work done by others?

(b) Has Faith any saving merit, if it does not lead us to do some good work ourselves?

(c) Do you know of any apostle who seemed to differ in opinion in regard to this point? and how can you reconcile the different opinions?

II. (a) Is Hope a desire, or an affection? If you decide for the former, then is it nothing but a desire?

(b) If you obtain the object of your hope, do you lose hope? Also, if the object of your faith becomes clearly revealed, do you still have faith in it?

III. (a) What is the reason that many men are driven to despair by the frustration of their hopes?

(b) Is this worthy of a Christian or of any moral or intellectual being?

(c) How is it that some men regain courage under similar circumstances which would make others despair?

IV. (a) Does it do any good for a child to have faith in his teacher?

(b) What must a teacher do to obtain this and keep it alive?

(c) What are the benefits arising from it?

(d) What causes frequently the loss of faith of children towards their parents and teachers?

(e) What are the evil consequences arising from it?

CLASSIFICATION.—INSTINCT, LANGUAGE.—I. (a) Does it do any good to resort to classification—eg., writing a composition, or in making a synopsis of what has been said or written?

(b) Do children generally classify their knowledge? If not, then what faculty is wanting in them?

II. Choose two words representing concrete objects, one natural the other artificial, and state the questions and answers necessary to give, in order to guess the object.

III. If it be true that modern naturalists do not base their investigations on analytic, but rather on synthetic classification, state what advantages this method has over the former, and what benefits we have derived from some of these investigations.

IV. Make the appropriate questions by which to guess—

(a) A historical person, living or dead.

(b) A locality, town, mountain, river, etc., in any part of the world.

V. (a) Can you have an exact knowledge of yourself without comparing yourself with some other persons?

(b) Do you think other persons may know you better than you know yourself? Why?

We insert here a paper upon the last two questions—the first paper read at the last recitation to which we listened:

Our idea of anything must be very imperfect which is not strengthened by an idea of the opposite. We cannot have an adequate knowledge of anything without comparing it with something else. In all our observation of things around us, we are consciously or unconsciously making comparisons. For instance, we cannot appreciate height, depth, breadth, or proportion, without comparison. We do not fully appreciate things we like until we have had some experience with those of an opposite character; there must be at least an unconscious comparison between the two before a perfect understanding and appreciation is attained.

What is true of our appreciation of things must also be true of our appreciation of persons. We surely could not fully understand and appreciate a true and noble character if we had never seen the opposite. Suppose we had lived all our lives on a desert island associated with only one person, our first thought is that we should know that person very thoroughly, but would our knowledge be so nearly perfect as it would have been had we known other people with whom to compare this one? In order thoroughly to appreciate a person possessing certain qualities, we must compare that person with some one else who does not possess those qualities, and perhaps does possess their opposites. Neither can we have a perfect knowledge of ourselves without comparing ourselves with those of an opposite temperament. Most of this comparison is done unconsciously, but, all the same, it is comparison.

"Other people may know us better in some respects than we know ourselves. They can often make fairer estimates of our good and bad qualities than we can ourselves; for we are liable to overestimate or to underestimate our good qualities—the vast majority being inclined to overestimate them. It seems impossible for us to judge correctly of our own powers simply because they are our own. Yet, in one respect, we know ourselves better than anyone else can know us, viz: in our motives. Others may sometimes form a nearly correct idea of our motives by watching our actions for a long time, but they cannot be absolutely certain, for they cannot read our thoughts." A. R.

The recitations of this class were not tests of how much erudite material the members had been able to gather up from different authors on mental philosophy, nor of how well they could state this or that controversial point which they had read up; but the recitations were exercises such as have

been given above, occasional suggestions from Professor Krüsi, and class discussions—all producing, as was evident from the interest, the close but just criticism of each others' papers and the fine discriminations made, a growth that was true growth, and a knowledge, so far as gained, in which they were thoroughly grounded, because it was largely their own thought.

For the SCHOOL JOURNAL.

THE OLD AND THE NEW.—TWO TYPICAL TEACHERS.

THE OLD.

No one stood higher in the New England States than Dr. Taylor, of Andover, familiarly known as "Uncle Sam." He was a type of the old teachers. His methods have been ably described by General Chamberlain in a speech delivered last summer at the commencement of Adelbert College, Cleveland, O. Gen. C. was his pupil. He says:

"He was a good drill-master, but his drill was on non-essentials. He required 'tithes of mint and anise and cummin.' For example: What other word or form of that word Homer might, could, would, should, or must have used if he had not used that form? What various forms the Attic, Doric, and Ionic prose and poetic writers might, could, etc., use? What and where the accent must have been in each of the said supposable cases, etc.? Now, what is the use? If the boy shows by his translation that he knows this word in this form, the meaning, shade of thought, and grammatical connection, why not let him off, and go on studying Homer? It isn't necessary to dump the entire grammar, lexicon, and classical dictionary upon each individual line of Homer. . . . I repeat, that this minute dissection and microscopic examination of the Greek text I believe to be destructive to the life of real linguistic, and especially literary, scholarship. 'The letter killeth, but the spirit maketh alive.' The peach plucked ripe from the bough is luscious food; but analyzed by the chemist into its elements, or frozen in the ice-chest and sliced into filmy sections for the slide of the microscope, it is neither food nor refreshment. The engine gliding over the smooth track need not redrive every spike. I speak strongly, indignantly, as a life-long lover of the Greek language and literature, and a full believer in its value in the curriculum; and I speak thus because I believe that unless we strip the quibbling non-essentials from the classics, the spirit of the age will strip the classics from the college course."

What Mr. Chamberlain says of the old method of teaching classics may be said of all other branches in a course of study, from the lowest primary to the highest university course.

This old teaching is not abolished? We have multitudes of Uncle Sams all over our country whose grindings and crammings are disgusting all common-sense thinkers and matter-of-fact business men and women everywhere. This is the old.

THE NEW.

The memory of no teacher is more honored than that of Agassiz. He is a type of the "new" in teaching. We propose to let a pupil of his tell how he taught. It will show us that there is a world-wide difference between the crushing, grinding processes of Dr. Taylor, and the life-giving, soul-inspiring methods of the immortal Agassiz.

The following is from *Every Saturday*, in 1874:

"I entered the laboratory of Professor Agassiz, and told him I had enrolled my name in the scientific school as a student of natural history.

"When do you wish to begin?" he asked.

"Now," I replied.

"This seemed to please him, and with an energetic 'Very well,' he reached from a shelf a huge jar of specimens in yellow alcohol. 'Take this fish,' said he, 'and look at it.'

I was to keep the fish before me in a tin tray, and occasionally moisten the surface with alcohol from the jar, always taking care to replace the stopper tightly.

"Half an hour passed, an hour—another hour; the fish began to look loathsome. I turned it over and around; looked it in the face—ghastly; from behind, beneath, above, sideways, at three-quarters view—just as ghastly. I was in despair; at an early hour I concluded that lunch was necessary; so, with infinite relief, the fish was carefully replaced in the jar, and for an hour I was free.

"On my return, I learned that Professor Agassiz had been at the museum, but had gone and would not return for several hours. My fellow-students were too busy to be disturbed by continued conversation. Slowly I drew forth that hideous fish, and, with a feeling of desperation, again looked at it. I might not use a magnifying glass; instruments of all kinds were interdicted. My two hands, my two eyes, and the fish; it seemed a most limited field. I pushed my finger down its throat to see how sharp the teeth were. I began to count the scales in the different rows until I was convinced that that was nonsense. At last a happy thought struck me—I would draw the fish—and now, with surprise, I began

to discover new features in the creature. Just then the Professor returned. 'That is right,' said he; 'a pencil is one of the best of eyes. I am glad to notice, too, that you keep your specimen wet and your bottle corked.'

"With these encouraging words, he added: 'Well, what is it like?'

"He listened attentively to my brief rehearsal of the structure of parts whose names were still unknown to me; the fringed gill-arches and movable operculum; the pores of the head, fleshy lips, and lidless eyes; the lateral line, the spinous fins, and forked tail; the compressed and arched body. When I had finished he waited as if expecting more, and then, with an air of disappointment:

"You have not looked very carefully. Why," he continued more earnestly, "You haven't even seen one of the most conspicuous features of the animal, which is as plainly before your eyes as the fish itself. Look again, look again!" and he left me to my misery.

"I was piqued; I was mortified. Still more of that wretched fish. But now I set myself to work with a will, and discovered one new thing after another, until I saw how just the Professor's criticism had been. The afternoon passed quickly, and when, towards its close, the Professor inquired:

"Do you see it yet?"

"No," I replied, "I am certain I do not—but I see how little I saw before."

"That is next best," said he earnestly, "but I won't hear you now. Put away your fish and go home; perhaps you will be ready with a better answer in the morning. I will examine you before you look at the fish."

"This was disconcerting; not only must I think of my fish all night, studying without the object before me, what this unknown but most visible feature might be; but also, without reviewing my new discoveries, I must give an exact account of them the next day. I had a bad memory; so I walked home by Charles river in a distracted state, with my two perplexities.

"The cordial greeting from the Professor the next morning was reassuring. Here was a man who seemed to be quite as anxious as I, that I should see for myself what he saw. 'Do you perhaps mean,' I asked, 'that the fish has symmetrical sides with paired organs?'

"His thoroughly pleased 'Of course, of course!' repaid the wakeful hours of the previous night. After he had discoursed most enthusiastically—as he always did—upon the importance of this point, I ventured to ask what I should do next. 'Oh, look at your fish!' he said, and left me again to my own devices.

"In a little more than an hour he returned and heard my new catalogue. 'That is good, that is good!' he repeated. 'But that is not all. Go on.' And so for three long days he placed that fish before my eyes, forbidding me to look at anything else, or to use any artificial aid. 'Look, look, look,' was his repeated injunction.

This was the best educational expression I ever heard—a lesson whose influence has extended to the details of every subsequent study—a legacy the Professor has left to me, as he has left it to many others, of inestimable value, which we could not buy, with which we can not part."

This is the new. What a world of meaning is conveyed in those immortal words, 'Look, look! Is there no difference between the old and new in education? There is a new in teaching, and it is our mission—for this we are sent—to show, urge, discuss, examine, and commend better ways than the inverted methods of the old-time school-masters.

For the SCHOOL JOURNAL.

EDUCATIONAL PHARISEEISM.

The last number of the *Index* contains the following sentiment:

"Facts are the bases of all knowledge," says some *shrunkened devotee of the vaunted Baconian methods of science*. 'Facts of observation and experience are the only data of that induction which is the backbone of modern science.' Quite true. We are not disparaging facts. They are indeed the indispensable data of science. He who contributes new facts cannot be too highly esteemed."

Then why call the true investigator a "*shrunkened devotee*." It sounds strangely from the lips of a professor in the leading University of the West. Is the philosophy of Bacon, to which we owe all our progress to be thus "vaunted" before the civilized world? Are the "Baconian methods of science" "boastful and pretentious," for this is the meaning of the word "vaunted"? Surely there must be some trouble with the professor's mental digestion. Calling names is the last resort of silly school children; it comes with ill grace from University Halls.

But not content with attacking the dead he assails one of the foremost living followers of this "vaunted" Baconian philosophy—the Hon. John W. Dickinson, for many years the most able secretary of the Mass. Board of Education.

"The appearance of Mr. John W. Dickinson before the Council was a sight never to be forgotten. In the art

of persistent iteration, this gentleman stands alone. First we had the famous 'Prize Essay'; then the same thoughts were served up for *Education*; then they were further repaired for the American Institute of Instruction; next they were repeated to the National Association at Saratoga; and again the very same views were doled out to the patient Council at Madison; and as though the lesson had not been well learned by this time, it was repeated *ad nauseam* on the final day of the general Association. It is hard to speak with moderation of such a performance. Even if the thesis to begin with had had any signal merit to commend it, one formal presentation of it would be all that modesty would have allowed; but when it is recollected that the original essay was void of all scientific value, the childlike heroism of its author, and the patient endurance of the educational public, are phenomena not easily accounted for."

Let us look a moment. The original judges awarded a prize to Mr. Dickinson for an essay that had no "merit to commend it," and "void of all scientific value." We will try to ascertain the names of this stupid committee. If we mistake not the president of the Madison meeting was one of them, at least, the essay has been highly commended by him.

"Modesty would have allowed" a member of the council to make a little less public exposition of its sins. Mr. Dickinson has thoughts that the American Institute of Instruction, the Council, the National Association, Chautauqua, Montevalle, and the Educated Commonwealth of Massachusetts have for years delighted to listen to. We trust in common with thousands of others he will live to iterate and reiterate "persistently," these thoughts long after his enemies are dead and forgotten.

In the *Educational Weekly*, Indianapolis, the author of these libels attacks the "New Education" in a short article containing the word "Pharisee" eleven, and "hypocrite," or "hypocrisy" seven times. It is so full of scorn and vituperation we can not give an adequate specimen of its spirit without quoting it entire, which we have not space to do. He declares that the term "New Education" is pure "educational cant" and "hypocrisy," and "smells of the shop" which "few reputable writers on education" use. We commend him to an article in this number of the *JOURNAL* in which the teaching of Agassiz and Dr. Taylor are contrasted. Can his philosophical acumen discover no difference? Is there nothing "new" here? We pity the man's intellectual ability whose mental horizon is so circumscribed he can see no further. The world moves and the shades of universities must recognise the fact. It took four hundred years to force the University of Pisa to accept the doctrines of Gallileo, it will not take that time before they accept the laws of Pestalozzi.

The gentleman calls for common sense in education. It reminds us of a retort of Douglas Jerrold, when during a stormy discussion, a gentleman rose to settle a dispute. Waving his hands majestically over the excited disputants he said: "Gentlemen, all I want is common sense—" "Exactly," Douglas Jerrold interrupts; "that is precisely what you do want." A little common sense fairness and Christian courtesy is exactly what this educational critic needs. Finally we commend to his consideration his own words.

"There is but little hope for the Pharisee, but very much for the Publican."

Let him first humbly repent of bearing false witness against his neighbor, and then smiting on his breast cry God be merciful to me an educational sinner.

J. L. H. MOSIER, superintendent of the machine and smith department of Brewster & Co.'s carriage works, has started a school for the benefit of the boys employed by the firm. It is called the Noon-day Class, the hour of study being from 12 to 1 o'clock. For their reading lesson, books on carriage technics are used. A department in which Mr. Mosier has taken special pains is free hand drawing. When the boys become proficient enough to have their work marked within five per cent. of perfect, they are sent to the Carriage Makers' Drafting School at the Metropolitan Museum of Art Schools, in East Thirty-fourth St.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

THE ART OF QUESTIONING ILLUSTRATED.

The teacher who questions well possesses great power. Improper questions waste time, distract the attention, and injure the mind, while proper ones arrest and hold the attention and strengthen the mind by giving it healthful exercise. Improper questions come from ignorance and carelessness—proper ones from knowledge and care. Take, for instance, the reading lesson. How often the whole exercise is spoiled by the neglect of the teacher to prepare good questions upon the selection to be read. The class is prepared, but the teacher is not.

We will give a few examples of questions frequently heard. Suppose the subject is "The Chambered Nautilus," printed below:

THE CHAMBERED NAUTILUS.

This is the ship of pearl, which poets feign,
Sails the unshadowed main,—
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the Siren sings,
And coral reefs lie bare,
Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;
Wrecked is the ship of pearl!
And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed,—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spreads his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway through,
Built up its idle door,
Stretched in his last-found home, and knew the old no more.

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

What does the first line say?
What kind of a main does it sail on?
What does the bark do?
What is said about the coral reefs?
These questions are bad, because they do not arouse thought. The pupil can answer them all with his eyes on the line.

What is meant by the first line of the second stanza?

State the meaning of the 3rd, 4th, and 5th lines, in your own language?

These are too general—too indefinite. The pupil has only a faint idea of the meaning, perhaps, and so stumbles, and becomes discouraged in his efforts to make a statement.

Did each year change the shape of the coil?

Did he stay in the old dwelling after the new was built?

Was it not because he would never go back into the other chamber that the door was said to be idle?

Here the teacher does all the thinking, and leaves nothing for the pupil. Consequently, no strength is gained, and interest is lost. The teacher might ask such questions all the year round, and no good would be done. Why? No spirit of investigation is aroused, no mental curiosity is excited.

Give the derivation of "venturous." Where are coral reefs found? Give an example of enchanted. What wrecks ships? What is a tenant?

Such questions are too narrow. They dwell too much upon the mere words, and lead away from the thought instead of bringing it out.

Is the soul material, or immaterial? Why can it be said to live in a mansion? In what condition is the soul when free?

Mrs. M. W. HACKELTON.

THE WORLD IS FULL OF BEAUTY.

AMOS M. KELLOGG.

What is meant by life's sea? Why is it called unresting?

These are too abstruse for a class of immature thinkers. Such questions discourage. The excellence of questions is shown by the degree of interested discussion aroused.

Now examine the following questions:

Are they too easy? Do they excite thought or investigation? Are they adapted to the grade of pupils reading such a selection? Are they lively? Will they make the pupils talk back? We offer them for your criticism.

What does the poet call the "ship of pearl"?

Give the meaning of "nautilus."

Why called "chambered"?

State meaning of "feign."

What has been "feigned" about the nautilus?

Why is it called a "ship of pearl"?

Why is it said to sail the "unshadowed main"?

Why call it a "venturous" bark?

What are its "purple wings"?

Give the fable about Sirens?

What difference between Sirens and sea-maids?

Why were their haunts considered enchanted?

Describe coral reefs.

What part of the nautilus is meant by the "web of living gauze"? Why are they so called?

Give the meaning of unfurl.

For what purpose are sails unfurled?

What is meant by "wrecked is the ship of pearl"?

What was the tenant?

State the meaning of "irised ceiling."

What is meant by "crypt unsealed"?

What by "He left his past year's dwelling for the new"?

Why say "stole with soft step its shining archway through"?

What was the "idle door? and why called idle"?

Why could he be said to "stretch" in his new home?

How did each new chamber of the nautilus differ from the others?

Why was a larger chamber needed each year?

To what does the poet compare the nautilus?

How does the soul differ each year from its state in former years?

In what way can it grow?

Why may the past be called low-vaulted?

When, and from what, will the soul at last be free?

*The nautilus was said to close its sails, and dive below whenever the shadow of a cloud passed over the sea.

"If you will educate your pupils through their mother tongue, they will love books. They will learn enough political economy and physical science from the text-books which are prepared, if they know the language well. One-fifth of the civilized part of mankind use the English language. There is imposed upon us teachers the duty to do the best we can to perfect it, and the highest and best gift we can give to any boy or girl is the power of reading. I have no faith in anything else."—MONSIEUR CAPEL.

For the SCHOOL JOURNAL.

LESSON ON THE EYE.

"Close one eye, and feel gently over the closed lid. What is the shape of the eye? Keep the fingers lightly pressed on the closed eye, and look with the other at the floor, at the ceiling, to the right, to the left. What is the eye doing? In how many directions does it move? (The children may watch the teacher's eyes as she moves them about, in order to answer this question, and also to tell whether both eyes move together or not.)

Show a cane, a cube, a cylinder, and a ball. Which of these will move easily in every direction? Why is it better for the eye to be shaped like a ball? It is so shaped, hence it is called an eyeball. What color is the largest part of the eyeball? What do you see in the center of the circle in front? This black spot is called the pupil. It is the place where the light enters the eye. What color is the ring around it? (Each is looking into the eye of his neighbor, and some will say blue, some brown, some gray, etc.) This colored ring is called the iris.

If possible, have the room darkened. Let each face be turned as far toward the window as possible, and yet permit each pupil to look directly at the iris of his neighbor's eye. When all are ready, let in a little light so that each may see distinctly the iris of his neighbor's eye into which he is looking. Then, while all are watching intently, suddenly let in the whole flood of light. The contraction of the iris, as the light comes in, will be plainly observed by all.

What did you notice about the iris as the light was let in? How do the eyes feel when you go suddenly from a dark to a very light room? How do we protect them from the light? What do you think is the use of this iris that closes around the pupil when a sudden light strikes the eye?

Summarize by asking the pupils to tell what they have learned about the shape of the eye, the pupil, and the iris. Suggest improvements to the statements until they are terse and smooth, something like the following:

The eye is shaped like a ball, so that it may move easily in every direction. The outside of the eyeball is white.

The iris is the colored portion of the eye; it acts like a curtain, to shut out and let in the light.

The pupil is the round, black spot in the center of the iris. It is where the light enters the eye.

This summary should be drawn entirely from the pupils. The teacher should not make a single statement for them. One of the most important objects of the lesson is to cultivate their power of expression. In every lesson first arouse curiosity, with the view of intensifying the observation. Hold the attention to the point until the desired idea is formed in the mind. Lead to the connection of the ideas into a thought, and then, as the keystone is made to fasten the arch, make the expression fasten the thought.

TABLE TALK.

Here is a letter from Miss F. Cassey, Oberlin, Ohio. She says: "Much has been written regarding proper and remunerative employment for women, such as silk culture, and trades of various kinds. But many ladies have no opportunity to engage in any of these. To that class I wish to open what, to me, was an entirely new field. Some few months ago an uncle of mine from Albany, N. Y., was visiting at our house, and we were talking of plated ware, which he was engaged in manufacturing, and to gratify my curiosity, he made a plating machine and re-plated our knives, forks, spoons, and castor. It only cost \$4. and it did the work perfectly. Some of our neighbors saw what we had plated and wanted me to do some plating for them. I have since then worked twenty-two days, and cleared during that time \$95.45. The labor is pleasant indoor work and anyone can do it. I am making a cabinet collection, and to any of your readers that will send me a specimen for it I will send complete directions for making and using a plating machine like mine that will plate gold, silver and nickle. Send small pieces of stones, shells, old coins, etc.; I wish to get many different curiosities from many places all over the globe."

The following letter is from Prof. J. B. Cummings, of the Normal School, Gardner, Texas: "The JOURNAL came yesterday, and it seems better than ever. It is a great help to me in my school work. Would that all teachers would heed its doctrine of the 'New Education.' Our country is full of fossilized foggy school-shall I say teachers? No, time-killers, money-consumers, and intellect-stultifiers. Oh! that people were as careful of their children as they are of their pigs and calves: the latter they never entrust to careless, inexperienced bunglers. 'Are ye (children) not worth more than many sparrows?' It seems not, when parents are left to choose their guardians. How many so-called teachers reverse the order of nature in their teaching—endeavoring to load the memory with a mass of facts without ever appealing to the perceptive, or observing that memory is cultivated and strengthened by the association of ideas. In our school we endeavor to follow nature, developing the powers of the mind in the order of nature."

Mr. Wilson sends us an account of an industrial exhibit which we shall be glad to publish, but no county, or even State, is mentioned, and we are greatly puzzled to know how to classify it. We received a postal card from Mary Brown, asking us to return her manuscript if we do not intend to use it. She encloses stamps, but no place is given. We are again puzzled. We have no doubt "Miss" or "Mrs." Brown would take her oath she wrote both post office and State, but she is sorely mistaken and would exclaim, "I wouldn't have believed it!"

The best of us are liable to be mistaken, so don't be hasty to complain. A few weeks ago Supt. Ellis sent us a valuable manuscript. It has never "materialized," as the spiritualists say. Now if Dr. Ellis had been educated to be cold, gruff, and distant, he would have waited six months, and then written a letter like this:

Gentlemen:—You will do me the favor to return my manuscript I sent you some time since.

Yours,

Not so. He wrote the politest note possible, and soon the truth appeared, and another manuscript is on our table in place of the one lost. The Post Office Department needed the cursing, if any were needed.

Dear fellow-teachers, don't be too confident. Use care in writing. Suppose you ask your husbands or cousins, mothers or aunts, brothers or sisters, or that friend to just look over what you have written before you mail it. We have a wife who has been wonderfully handy to have around for this purpose, for several years. She has saved our poor self from sending many a misspelled word and stupid blunder. Our old bachelor friends have no idea how much help a wife would be to them, especially when they are writing to the SCHOOL JOURNAL. She would make useful men of them yet if they should not wait too long.

We are getting some very spicy articles against "New Education," which we would publish were they not so personal; but the cause of reform is not pinned to the coat tails of any one man. Some of our correspondents seem to think that in order to attack what is called the "New Education" they must attack some of its personal representatives. By no means, gentlemen, is this necessary. Principles live, men die. If the old methods

are right, and have been, let them alone. But they are not and never were right. Therefore we live to-day. Read the remarks of Gen. Chamberlain concerning the methods of Father Taylor, of Andover, Mass., an excellent representative of old methods. Does the world move, or are we mistaken? The old cramming system of yore is going—going—and soon, bless the Lord! will be gone, forever. The era of thinking and investigation is here! We live in a world of the present, and whatever concerns the times concerns us. That method of teaching which injects by forcible means knowledge into the mind is not of to-day. It belonged to other eras and darker ages.

If you have sent a letter to us that has not been answered, or a manuscript that has not been published, please write us before you complain or wonder, and state full particulars every time. Do not depend upon us to remember them, we have so many correspondents. There is some excellent reason lurking hidden somewhere that can be brought to satisfactory light.

In printing our selections we are requested always to give the author's name. We will do so whenever it is possible, but it is a singular fact that some of the most beautiful scraps of prose and poetry floating among the papers, and copied everywhere, are anonymous as far as we can tell. They are worth preserving, but no one knows who wrote them.

"It is astonishing how much uneducated memories will sometimes retain," said a gentleman in a Pullman sleeper one evening. "I have observed a peculiar thing which goes to show how even a common mind may be trained to perform almost incredible feats of memory and precision. In this car there are at least twenty gentlemen. While we are asleep the porter will gather up all our shoes and dump 'em in a pile in the gents' wash-room, where he will polish them when he gets time. There will be shoes that look just alike, and many of the same size, but in the morning every man of us will find his own shoes and nobody else's beneath his berth. Now, we all consider ourselves superior to that colored porter, but I venture to say none of us could do a thing like that. It is a wonderful example of what training will do for the memory."

Next morning, sure enough, every man's shoes were in their proper place, and the gentleman again called attention to what he considered so remarkable.

"Here, porter," he exclaimed, slipping the grinning functionary a dollar note to loosen his tongue, "tell us how you do it."

"Yes, sah," says the porter; it's jus' as easy when you get 'customed to it. Takes a pow'ful sight o' practice, though."

"That's what I told you," remarked the gentleman to his companion, triumphantly.

"Yes, sah, it takes a pow'ful sight o' practice. It wuh two hull weeks afo' I could learn to chalk the numbahs of de berfs on the soles of shoes without making mistakes. Thank ye, boss."

"The world do move," is the sage conclusion of Parson Jasper, of Richmond, Va. Whether we are going forward or backward is not now the question. Here is an incident. Rev. Dr. Withrow, of the Presbyterian Theological Seminary, S. C., says Adam was not an immediate creation, but was evolved from the lower animals. The Board of Trustees of the Seminary are not prepared to concur in the view expressed by Dr. Woodrow as to the probable method of the creation of Adam's body; yet, in their judgment, there is nothing in the doctrine of evolution, as defined and limited by him, which appears inconsistent with perfect soundness in faith. A minority said that "Evolution is an unproved hypothesis. The theory that Adam's body was formed by the natural law of evolution, while Eve's was created by a supernatural act of God, is contrary to our profession of faith." And so there is a dispute.

ERRATA.—Somebody blundered in answering the question. "Can the President and Vice-President both be taken from the same state?" and the editor was too busy to notice the blunder. We will be more careful in future. For correct answer to the question see 1st clause of 13th Amendment of the Constitution of the U. S.—A typographical error in Messrs. A. S. Barnes & Co.'s advertisement, on the first page of last week's JOURNAL, made the price of their General History 60 cents, instead of \$1.60.

CORRECTION.—A mistake occurred in the letters of the engraving in the second article on Normal Teaching, Geometry. In the figure, angle B should have been lettered angle C, and angle C, angle B.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.
6. Hereafter all questions that may be answered by reference to the ordinary text books, and puzzles involving no important principles, owing to the limited space in a single issue, will be excluded from this column.

(1) An army of 1,800 has provisions to last $4\frac{1}{2}$ months, allowing 1 lb. 4 oz. a day to each. How long will 5 times as much last 3,500 men, at the rate of 12 oz. a day to each man? (2) What is the difference between the English and French numeration? (3) Analyze the following:

Fair hangs the moon, and soft the zephyr blows,
While proudly riding o'er the azure realm,
In gallant trim, the gliding vessel goes.

(4) What are the different methods used in comparison of adjectives? (5) What evidence have we, that, in seceding, the Southern States simply carried out a project for which they had long been preparing? J. H.

[(1) Our readers will solve. (2) The differences between the English and French notation consists in the manner of dividing into periods. The French give three places to each period, and the English six. French—723,465,798,175,431,658,792. Reading from right to left, thus: units, tens, hundreds, thousands, tens of thousands, hundreds of thousands, millions, tens of millions, hundreds of millions, billions, etc. English notation—723,465,798,175,431,658,792. Reading from right to left, thus: units, tens, hundreds, thousands, tens of thousands, hundreds of thousands, millions, tens of millions, hundreds of millions, thousands of millions, tens of thousands of millions, hundreds of thousands of millions, tens of hundreds of thousands of millions, etc. (3) Complex sentence of two members, first member compound. Subject of first part compound member, "the fair moon;" predicate, "hangs;" subject of second part, "soft zephyrs;" predicate, "blows;" the parts connected by conjunction "and." Subject of second member, "the gliding vessel," modified by phrase "in gallant trim;" predicate, "goes," modified by adverbial phrase, "o'er the azure realm;" and the participial phrase, "proudly riding." The members connected by the conjunctive adverb, "while." (4) By use of prefixed words, "more" and "most," and adding the suffixes "er" and "est." (5) There had been no definite preparations for actual war very long before it occurred, but the hard feelings which led to the outbreak had been increasing for years.—Eds.]

An old teacher who has not recently had many advantages, writes to an eminent D. D., in this city, to compile for her some rules that will embrace all the requirements of a country public school averaging 30 pupils of all ages, from 6 to 21, and of both sexes;" also, give me any hint in regard to teaching. (2) Teaching school has changed much in mode, yet I am anxious to be a successful teacher, and to keep up with the times. (3) What about teaching orally with object lessons? I would like to teach according to the normal school method, if there is no better."

[The condition of this teacher is the same as that of thousands of others. (1) It is extremely difficult to write rules for a school not known to the writer, circumstances differ so widely. Hints in reference to teaching are found in all the standard works on this subject; in Page, Kellogg, Phelps, Payne, etc. (2) Yes; teaching has changed. A "new era" has dawned. The spirit of a real teacher is in this letter. The anxiety to be successful and up with the times is just the spirit needed. (3) "Objective," and "object" teaching are the true ways. These are the "normal" methods, for normal means correct. The normal school method is exactly this whenever normal schools teach properly. Good teaching is the same everywhere. To all inquiring teachers we would say: Take a good educational paper. Study the needs of your pupils. Supply them. Let nature and right be your guide. Do not attempt great things, but painstaking in the little necessary work of the school. Keep in sympathy with pupils and parents, and especially with God.—Eds.]

I shall be glad to know how to diagram and parse the adverbs and participles in the following sentence, "Life being very short, and the quiet hours of it very few, we ought to waste none of them in reading valueless books."

E. A.

[We are puzzled to know what you mean by "parsing." Several other questions of a similar nature have been received, and we do not know what is wanted. The old plan of saying "John is a proper noun, a particular name, third person, spoken of, singular number, meaning but one, nominative case, because it names something, etc." is obsolete in good schools. This is what we understand by "parsing." And we cannot see how it benefits the pupils. In your sentence, "being" is a participle modifying "life;" "very," an adv. modifying "short;" and "short," an adj. modifying "life;" "very" is an adv. modifying "few;" and "reading," a participial or verbal noun, the subsequent of the prepositional phrase; "book" is the objective complement of "reading," or, as the old books say, the object of the "verb part" of "reading." "Life" is independent of any grammatical construction.—Eds.]

(1) Is this correct, "Without these, education is not

good or useful." (2) When and why was Bolivia reduced to its present limits? To whom does a part of its former territory now belong? (3) When is the last syllable pronounced in such words as: blessed, beloved, learned, winged? (4) Which is preferable in public schools—to teach the pronunciation of geographical words as they are pronounced in the language from which they are derived, or English? Such words as St. Louis, Manitoba, Huron, etc., would not the English be preferable, since they can be remembered better?

M. L.

[(1) Yes. (2) In 1867 a large tract was ceded to Brazil. Many complications arose in the controversy which it would be impossible to reproduce in our columns. (3) In the use of the solemn form, as in prayers and the Bible, and often in poetry. (4) We pronounce geographical words according to English rules. It would be impossible to follow foreign rules. We say Paris, not Pa-ré, and Mexico, not Mé-ha-co.—Eds.]

(1) Could you not publish a continued story in your paper, for supplementary reading in school—something to interest the pupils, and not continuing through more than eight papers, as the terms are short?

(2) Please suggest some articles to be made by pupils between the ages of 5 and 14, for an Industrial Exhibition.

O. H.

[(1) A story continuing through several numbers has not been popular with our readers. We shall occasionally publish one. (2) Articles made by a scroll saw, figures cut from different colored papers and skillfully put together, articles made from wood helping in school-work, articles made by girls with the needle, iron work made by boys. These are a few that occur to us just now. Almost everything that is made can be reproduced on a small scale in industrial work. It is difficult to answer such a question in a few words. Get reports on Industrial Education, from Com. Eaton, Washington, D. C.—Eds.]

One moment, please. "M. C." in his satirical fling at the "New Education" and its problems, makes this mathematical statement, and I am doubly surprised to see the editor accept it: "The boys sell 60 apples for 25 cts. They therefore sell 5 apples for 2½ cts." According to North Carolina mathematics, and the "Old Education," they sold 5 apples for 2½ cts. It is not a typographical error, for he repeats it in the next line, "five for 2½ cts." As "M. C." evidently don't believe in the "New Education," and can't be a "profound" advocate of the "Old," where does he stand? Yours for correct statement, and not for criticism. Mc.

(1) Is 45 miles the shortest distance across Behring strait? (2) On the globe in my school there are dotted lines between places on different sides of the ocean, and on these lines are figures which I suppose express the distance between these places, but I do not understand how to find the distance in miles. Will you please tell me how?

J. L. S.

[(1) Yes—as nearly as is known. (2) If there is a scale of miles upon the globe, measure with a string the distance between the two places, and find the number of miles by the scale, or measure in the same way on some map.—Eds.]

(1) Will the readers of the JOURNAL please tell what means they use to make whispering unpopular in school? (2) Would you recommend the use of the credit system in primary intermediate schools?

J. S. M.

[(1) Will our readers notice this, and send us their views? (2) We would not. It is a question among good teachers whether the credit system should be used in any school. It is the almost universal verdict that it should not be introduced into primary or intermediate departments.—Eds.]

(1) What text-book do you consider best adapted to beginners in grammar, and who are the publishers of it? (2) Who are the publishers of the Regents' questions of past years for class work?

L.

[(1) Reed & Kellogg. Pub. by Clark & Maynard; or, Powell's "How to Talk." Cowperthwait & Co., Phila. (2) C. W. Barden, Syracuse, N. Y.—Eds.]

In solving the problem of Bussing & Co., in account with S. A. Meade, page 89 August 23d number, I find that the note should be drawn for sixty-five days from December 16th, grace added; this note will mature February 23d, the average due date of the several items, excepting of course the last, which was paid at the time of purchase.

C. E. C.

(1) Why have we so many poor spellers? (2) How may I learn to spell correctly?

[(1) We learn to spell as we write. See an article on spelling in a recent number of the JOURNAL, by Supt. Seaver, of Boston. (2) Write as dictated to. Copy words you usually misspell, and use each one in sentences of your own composing.—Eds.]

(1) Where can I get "Guyot's Earth and Man"? (2) Ritter's "Comparative Geography," and (3) Mrs. Stickney's "Language Lessons," teacher's edition? I. M.

[(1) Scribner's Sons, New York. (2) Van Antwerp, Bragg & Co., Cinn. (3) D. Appleton & Co.—Eds.]

Do you know where I can get a good microscope for about \$3 or \$3.50, suitable for school use?

C. W.

[Write to R. & J. Beck, 1,016 Chestnut street, Phila., or to J. Prentice & Son, 176 Broadway, N. Y.—Eds.]

Where can I get Stories of the Bible, in simple language suitable for small children?

L. L. H.

["Bible Stories for Young Children," by Caroline Hadley. J. B. Lippincott & Co., Phila.—Eds.]

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

NEW YORK CITY.

MR. AUG. WILL'S ART SCHOOL.—Mr. Will has re-opened his Art School at 744 Broadway, cor. Astor Place. He is well known to the New York public as a conscientious, painstaking and skillful teacher of art in all its branches—painting in oil and water-colors, drawing from the antique and life, with pen and ink and in black and white; also modeling and etching. He has an unusually fine collection of casts, models, copies, etc. Mr. Will has sound ideas of teaching, and believes the teacher's office is principally to guide, not to create talent, but to awaken it. At the bottom he puts the power to draw well. This is the foundation study. He next attempts to find the natural ability of the student and selects a course in accordance with it. His method of instruction is systematic and thorough. Mr. Will has been teaching in this city more than twenty years, and for the art student and amateur we know of no one more capable than he of giving instruction. All the leading artists testify to his ability.—The trustees of the 8th Ward School have nominated Mrs. Emma T. Kilmer for Principal of the Female Grammar Department.—The Hebrews of this city are greatly exercised over the action of Supt. Jasper in not allowing their children to remain away from school on the Day of Atonement. They regard the action as a declaration of war against their race, and calculated to provoke serious trouble. We cannot see it in this light. It is yet to be settled exactly what is meant by "non-sectarianism" in the public schools.

ARKANSAS.—The convention of school directors of Hot Spring county was held at Malvern, Aug. 28th. W. D. Leiper, county examiner, explained the object of the meeting by rehearsing the subjects suggested for discussion, and making a running comment on those to be considered by the meeting. Compulsory education was discussed by Directors Watson, Worley, Weber, Shockley, Funk, Wal and Lisner. It was resolved that directors of schools and all friends of education endeavor to educate the people to the necessity of so amending the school law as to require the attendance at school of all children between the ages of six and fifteen years, during the sessions of our public schools.

CALIFORNIA.—San Mateo Co. teachers' Institute will be held at Redwood City, Oct. 21-23. Hon. Wm. T. Welcker, State Supt. of Public Instruction, Ex-Supt. A. L. Mann, of San Francisco, and other leading educators will be present. G. P. Hartley, Co. School Supt.

INDIANA.—B. F. Wissler is the new superintendent at Hagerstown.—W. F. Reynolds is principal at German-town for the coming year.—N. D. Wolford takes charge of the Fountain City schools this year.—The Richmond City schools opened the 15th under the new superintendent, J. N. Study.—Prof. Charles E. Hodgkin has been compelled to resign his position in the normal school on account of the failing health of his wife.—Miss Minnie Clark, the daughter of George Harris of "Uncle Tom's Cabin," will again have charge of the colored school of Booneville.—The Benton County Institute closed its session on the 12th inst. There are 107 teachers in the county, and the Institute enrolled during its session 110. The teaching was done by Supt. Boone, of Frankfort; Supt. Clancy, of Delaware county; Prof. A. B. Brown, of Valparaiso, and two home teachers, Miss Dwiggin and Mr. Doyle. Supt. Holcombe lectured on Thursday evening, on the subject of "American Literature." The Indiana Teachers' Reading Circle has a membership of 81 teachers in this county—over 75 per cent. of her teachers.—The second annual meeting of the Benton County Teachers' Association will be held at Oxford, February 6th and 7th. An exhibit of school material and school work will be held in connection with the institute. Supt. Johnson has made the schools of this county what they are, and his work in the institute, coupled with the aid of competent instructors, made it the most successful in the history of the county.—Kosciusko Co. Institute was held at Warsaw, Sept. 1st to 6th. Prof. Eli F. Brown, of Indianapolis, and W. H. Ferlich, of Shelbyville, instructors. Prof. Brown's talks on Science Teaching, and Prof. Ferlich's Reading and Language Lessons were the prominent features of the week's work. Judge Long addressed the meeting Monday evening.

P. V. Voris remains in charge of the Jamestown school another year.—C. O. Merica, of DeKalb county, is attending the normal school at Valparaiso.—Miss Rosa M. Redding, of New Castle, has entered upon her work as Instructor of Science and English at De Pauw University.—James G. Campbell, of the Senior class of De Pauw University, has been elected professor of penmanship in the preparatory department.—Dr. John Clark Ridpath has resumed his regular duties in De Pauw University, at the same time reading the proof-sheets of his great work, "The History of the World."—Prof. Geo. W. Rice continues at the head in the Montezuma schools. He will be ably assisted by Mrs. Alice McMeen, Frank Bannister and Mamie Jacobs.—Miss M. H. Hinkle is the new principal of the Judson schools. Under her management good work will be done.

IOWA.—Supt. J. Breckenridge, of Decorah, has what seems to be a feasible plan for educating the illiterate children of the State. He says that "Very few that reach the age of fourteen without having learned to read will subsequently enter school of their own accord. I would have the State establish one or more schools, to be held five months in each year, Nov. 1st to April 1st, in which the illiterate between the ages of fourteen and twenty shall be taught reading, writing and arithmetic. These scholars, being of the same grade, could be drilled by alternating the branches, during the entire school day. I believe that such a school could do more in one term of five months for this class of pupils than the district schools of the State would do in several winter terms, if the illiterates should attend. The State should provide board at actual cost for those able to pay, but for those unable to pay both transportation and board should be provided free. If the State can compel a parent to send his child one mile for one day to be instructed, it can compel the parent to send his child two miles for one hundred days for the same purpose. If the State waits until the child is fourteen, the parent cannot reasonably claim that he will provide for the necessary education of his child, but if the parent knows that if he neglects his child until he reaches the age of fourteen the State will then

assume the guardianship of him, the parent will be much more likely to send his child to school before he arrives at that age. Will some one suggest a milder form of compulsory education?"—Chickasaw county held a three weeks' session of the Normal Institute in August. A larger attendance, and more interest were manifested than ever before in the history of our Normal Institute. The primary work received careful attention from Miss Alma Dover, of Marshalltown. To meet the wants of our rural teachers as exactly as possible, little children who had never been in school and who knew nothing of books, were taught words and the first steps in the development of number. An older class were taught in first-reader and more advanced work in number development. Under Miss Dover's direction, teachers were called upon occasionally to conduct these classes, thereby riveting their attention to the exercises. Entirely practical work prevailed through all the exercises. Not dry lectures, but actual class drills in well-chosen subject matter was the order of work. In this way, Professor and Mrs. Rich, of the Decorah Institute, conducted classes in arithmetic, grammar, history, and geography. Prof. Hart, of Grinnell, and Prof. King, of Layette, made physiology and natural philosophy very interesting by means of object-work, specimens, experiments. The evening question-box added not a little to the interest of the day. The institute drills are beginning to bear fruit in the better work in the county schools. Notwithstanding the irregulars that are, and will continue to be in our rural schools, the course of study forms an excellent basis for consecutive work, and by active work on the teachers' part an increasing number can be induced to take the work regularly. We are having a fair measure of success with our teachers' library association by keeping the books at the office of the county superintendent, and at several other places over the county where the teachers go for mail, thus preventing expense or trouble in obtaining the books. Prof. H. A. Simons, who has been principal of the New Hampton schools for three years, has been elected professor of History and Science in the Cedar Valley Seminary, Osage. Prof. W. A. McFarland succeeds him in New Hampton. Prof. A. R. Taylor, of Pa., is the new principal at Nashua. Miss Alice Green is retained principal of the Bradford township high school.

MISSOURI.—Com. J. H. Hinton, of Bates county, superintendent of Rich Hill schools, held a six days' institute during the latter part of August. There were 75 teachers in attendance.—Com. Wray writes that the Barton county Institute was a success in point of interest and attendance. 105 teachers attended and paid the instructors, Prof. W. T. Hamner and H. T. Williams \$175 for the term.—Com. W. T. Hamner, of Dade county, assisted by H. T. Williams, conducted the Institute four weeks with 50 teachers in attendance.—Pettis county had its three weeks' normal Institute with Prof. D. A. McMillan as conductor, and 58 teachers in attendance.—The citizens of Weston, Platte county, donated funds to the Institute to enable it to pay liberally for instruction. There were forty teachers in attendance, each paying one dollar. Dr. R. D. Shannon received \$125 for his four weeks' work as conductor.—The Institute executive committee of Ralls county, composed of Messrs. W. Cullen, W. W. Barks, and M. F. Cox, employed Mr. F. P. Sever for a term of two weeks; giving him \$50. The number of teachers in attendance was 26, each paying \$2.00.

Mr. Wm. Lee teaches his first term near Herndon.—The St. Louis Trade Journal speaks very highly of the work and attainments of Prof. W. H. Lynch, of the West Plains Academy.—Com. Benjamin T. Taylor, of Shelby county, teaches at Clarence this year.—Mr. G. W. Guyer is principal of Glendale academy at Barnett, Morgan county.—Miss Iva Quick, of Farmington, takes a position as assistant in the Brazeeau high school.—Prof. G. B. Morrison, of Kansas City, spent last week in Philadelphia attending the science exhibit.—Prof. J. B. Scott has been appointed commissioner of Iron county, to fill vacancy caused by the resignation of Prof. F. C. Miller.—The teachers of Shelby county have already arranged for an Institute to be held at Clarence on Friday and Saturday after Thanksgiving day.—Mr. Jasper Goodykoontz, of Shilville, Ind., will be principal at Doniphan this year. He is a graduate of the Indiana State Normal at Terra Haute.—On account of the ill health of the principal, Prof. C. M. B. Thurmond's scientific and literary Institute, located at Louisville, will not open until Nov. 15th.—Mr. M. F. Stipes is principal at Jameson, with two assistants, Misses Lucy Cole and Kate Johnson.—Mr. Landrum Smith, principal at Steeleville last year, and Miss Rebecca Burford, a recent graduate of the Cape Normal, were recently married.—Supt. J. C. Anderson has succeeded in grading the schools of Norborn. He employs the following teachers as assistants: Miss Dora Snoddy, Miss Rebecca Bell, Mr. Geo. W. Carpenter. He is trying to build up a good school at Norborne.

NEW YORK STATE.—The Tompkins county teachers' Institute will be held at Library Hall, Ithaca, N. Y., commencing Monday, Sept. 29th. Instructors, Prof. E. V. De Graff, C. T. Barnes.—Fulton county teachers' Institute meets at Johnstown, Oct. 6th. Instructors, Prof. James Johannot and Prof. Elisha Curtiss. Dr. J. H. Hoose will lecture Tuesday evening.—Alonzo B. Corliss, formerly principal of Sea Plain school, has taken charge of the Plue kamin school, Somerset county.—The Jefferson county teachers' Institute will be held at Watertown, commencing Oct. 6th, under the instruction of Dr. John H. French, principal, and Prof. L. B. Mewell, associate.

NEBRASKA.—Dr. B. G. Northrop recently gave three of his excellent lectures before the State Normal School at Peru. Geo. L. Farnham, well-known in the State of New York for many years as a most earnest and advanced educational thinker and worker, is president.—Prof. Leach, who has done such good work at Oakland, leaves that place to become principal at West Point.—Prof. G. H. Woodward, of Mound City, Ill., assumed charge of the schools at North Bend, on Sept. 8th. A second building, of more ample proportions than the first, is to be built at this place immediately.—Fremont enters upon the school year with a corps of twenty-two excellent teachers and an enrollment of twelve hundred pupils. The prospect for progressive work is bright. The principals of buildings are as follows: At Central School, Miss Ely, who is also in charge of the high school; at the West School, Miss E. Clark; at the East, Miss Emma Estes; at the North, Miss Nettie Primrose; and at the South, Miss Addie Inlay.—Prof. A. R. Wightman, formerly superintendent of Plattsmouth, but more recently at Brownsville, has gone to York. Fortunate York!—As a result of the combined generosity of the managers of the State fair and of the Board of Education of Omaha, the teachers and pupils of the city schools were given a day at the fair without money and without price. All the parties are congratulated.—The fraternity of teachers of Nebraska welcome the veteran educator, Dr. Jerome Allen, to the editorial force of the JOURNAL. It is

an earnest that the worth of that truly valuable paper is to be again largely increased.—The Howard County Institute held a pleasant and successful session the first six days in September. The instructors were Prof. A. G. Shears, Prof. G. E. White, Mrs. N. H. Maxon, and Supt. C. C. Covey. A county teachers' association was organized, to meet monthly; Supt. Covey, president; Mr. Peter Ebbesen, secretary; Mrs. J. A. Williams, treasurer.—The Model and Normal School opened three years ago, in Beatrice, by Prof. H. N. Blake, has had remarkable success. Eighteen graduates have already been employed as teachers. Prof. Blake, who was formerly one of the prominent teachers of Massachusetts, is deeply interested in advancing the cause of education in his adopted State, and is exerting a wide influence in teachers' conventions, as well as by the admirable methods illustrated in his own institution.—The State Normal School at Pen, under the wise and efficient administration of Pres. Geo. S. Farnham, is doing a noble work for Nebraska. Pres. Farnham is heartily supported by his able Faculty. His long and successful experience as an educator in New York, his early advocacy and adoption of the best features of the "New Education," give him special fitness for his responsible work in training the teachers in this new and rapidly growing State. The Institution is beautifully located on high ground and near the center of a fine campus of sixty acres. He has initiated plans for greatly improving these grounds by the planting of trees, vines and flowers, in which the students heartily co-operate.—St. Paul illustrates the progressiveness of our new towns. Thirteen years ago there was no frame house here, or within twenty miles of the site of this thriving town. It was incorporated as a village but two years ago, and now has a court-house, several churches, and a new and very beautiful graded school-house, costing \$12,000. The town is now organizing a "Village Improvement Association," and will soon carry out various new plans of public improvement. The people are believers in progress, and heartily welcome the many and valuable practical suggestions given here by Dr. Northrop.

PENNSYLVANIA.—The Union county Institute will meet at Lewisburg, Dec. 15th.—Capt. Pratt's Indian school at Carlisle, Pa., has received 77 young Pueblos, making 400 now under his tuition.—The summer session of the Cassville Normal school has been a very interesting one and was a success in every respect.—Prof. Elliott, the principal of the school, will have charge of the public schools of Cassville, during the coming winter, while his colleague, Prof. Stunkard, will give special instructions in penmanship in an academy at Mifflintown.—The superintendent of the Philadelphia schools says that 96,000 of the Philadelphia children are growing up unschooled. Everywhere, save in the old south-eastern part of the city, the schools are crowded. Young women are teaching from 100 to 130 children in rooms intended to seat only from forty to fifty. The sanitary conditions are very bad under such circumstances. The whole normal seating capacity of the public schools is much below 100,000 and these figures are based upon allowances as to breathing space per pupil that no sanitarian would regard as sufficient.

TEXAS.—I. A. Looney and P. A. Dowlen have united in the management of the Farmersville Academy. Mrs. S. C. Looney will have charge of the primary department.—Rev. Thos. Ward White has been elected superintendent of the Beaumont schools.—W. M. Crow's salary has been raised to \$2,400, the largest salary paid in Texas to a superintendent of city schools.—F. W. Chatfield has resigned his position at Belle Plain, and gone to California to remain.—J. N. Ellis, late of Buffalo Gap, has been elected principal of the Moscow schools.—Mrs. W. D. House has accepted a position in the Waco public schools.—C. H. Hobbs has resigned his position at Paris and taken charge of the school at Blossom Prairie.—J. E. Rogers has Hubbard City Academy.—J. E. Murray, late principal of the Oenaville high school, has been elected principal of the Caldwell schools.—D. A. Paulus has charge of the Terrell public schools. He was conductor of the summer normal held at Flatonia.—J. B. Haston, who was assistant principal of the Bellville summer normal school, is teaching at Sherman.—The college at Gardner is in a prosperous condition.—Mr. J. B. Cummings is professor of didactics.—Bonham has just completed a fine two-story brick school-house, which will be under the charge of J. P. Nelson, of the University of Virginia; J. S. Clinton will be his assistant. Bonham offers better educational advantages than any other town of its size in the State, two of the schools giving a collegiate course.—Add-Ran college has been sold to directors of Texas Orphan Home and School. J. S. Poyner, professor natural science; S. B. Miller, professor of Greek; G. E. Cuperter, professor of Latin; T. A. Wythe, professor of mathematics, and A. P. Thomas, principal preparatory department, resigned at the close of last session.—M. Luckie is conducting a large free school at Oxford. The people are highly pleased, and have secured his services for next year. R. H. Phelps is teaching a private school at Valley Spring.—The teachers elected for the Giddings free school are as follows: R. D. McClellan, superintendent; Mrs. L. McClellan, principal primary department; A. Creager, German department; J. A. Hickley, colored.—C. A. Bryant is superintendent of the Calvert schools, and has an able corps of assistants. During vacation he visited Madison and attended for a time Col. Parker's normal school, at Normalville, Ill.—Geo. H. Stovall has been elected superintendent at Bremond. Supt. Stovall ranks among the best teachers in the State.—S. S. Monroe has been re-elected superintendent of the Kosse schools.—A. R. Roberts, of Alvarado, and J. M. Heard, of Oregon, have been engaged at Overton.—M. M. Gill goes from Sharpsburg to Floresville.—Prof. Welborne, of Honey Grove, who was elected principal of the public schools at Tyler, has resigned, and Prof. Pennybacker has been selected to fill that position, by the trustees.—The town of Wichita Falls has been incorporated for school purposes, and a fine school, under Prof. Kennedy, principal, assisted by Mrs. Kennedy and Miss Nellie O'Donnell, is in operation, with an attendance of something over 200 pupils.

WEST VIRGINIA.—The Normal Institute at Bridgeport was a success. The county Institute followed, with seventy-five enrolled. In the Normal 43 were in attendance. The work was a thorough drill on the subjects taught in the common schools. On the Art of Teaching educational laws were developed by having the pupils observe their own mental operations. J. N. David, Co. Supt.

A professor in Vanderbilt University wrote the article on "Southern Colleges and Schools" that appeared in the last *Atlantic*.

Among new books for young people, are "Oliver Optic's Square and Compasses," and "Perseverance Island."

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

INJUDICIOUS CRITICISM.

THOMAS M. BALLIET, Cook County Normal School.

To make a helpful criticism requires more tact and good judgment than is generally exercised. A great deal of the teacher's work consists in helping the pupil to overcome his faults. *He must be a critic.* A rebuke, kindly administered, or a word of merited praise, in matters of conduct, may go far toward determining the future character of the boy or girl.

The object of criticism is either to give encouragement by recognizing merit, or to point out some defect, and to indicate the means by which it can be remedied. The immediate effect of all criticism is to make the person criticised *conscious* of his own merits or defects. We are often entirely unaware of some habit we have unconsciously formed until some friend calls our attention to it. The criticism makes us conscious of it, and thus enables us to correct it.

Right here lies the great danger of all criticism, and the need of discretion and good judgment on the part of him who presumes to administer it. In some instances the very best means of rendering it possible for a person to overcome a fault, is to call his attention to it, and make him feel that it is noticed by others. A good many faults of children result from the fact that they are made too conscious of themselves by the stupid criticisms of well meaning parents and teachers. Who has not heard children criticised, both in school and in the family circle, for being *too timid and bashful*? How it helps a young man to overcome his weakness if his friends keep on telling him every time he makes a speech, "with fear and trembling," that he must not be *so timid* on the platform; that he must speak with more confidence and self-possession! Could there be a more effective means of making it impossible for him ever to gain self-possession and confidence? The very reason that he cannot be self-possessed is the fact that he can not forget himself; and any criticism that makes him still more self-conscious must necessarily do only harm. Here is a young man, accustomed to the Spartan simplicity of rural life, far removed from the town and the railroad. Bring him to town, and before you introduce him to a cultivated circle of friends in a fashionable parlor, caution him with reference to some habits which his past life and associations have led him to form, and which, in themselves innocent, might offend the cultivated tastes of the company, then see how your kindly suggestions and criticism will help him to be at his ease in the presence of the distinguished company, and how much more graceful and self-possessed he will be. Before he goes to the table to dine with the distinguished guests, be sure to caution him not to make his knife do the service of his fork, direct him as to the legitimate uses of the teaspoon and the cup and saucer, and inform him as to the order in which good taste (if not his appetite) must prompt him to call for the different articles on the "bill of fare"; then notice the result and see how your criticisms and directions have improved the grace and ease of the man.

It would seem that the most stupid man could see the stupidity of all such criticism; and yet, whilst it would be far more courteous to deny it, it is but the rudeness of sober truth to say that such criticisms are still quite common both in and out of school.

"But," it may be asked, "can a word of commendation or praise—a so-called 'favorable criticism'—ever do harm?" We think it quite possible. Call a young man's attention repeatedly, by way of compliment, to his gracefulness, and see how soon you make him affected by your criticism. A graceful action is impossible with most persons if they are made conscious of it while they attempt to perform it. Affectation results from trying to do with conscious effort that which ought to be done unconsciously. Much of our criticism of children's conduct has the effect of destroying that

beautiful unconsciousness, naïveté, and spontaneity of action which render child-life so sweet and attractive. Perhaps the greatest defect of our best educational work to-day is the fact that children are required to do consciously a great deal that should be done unconsciously. The unconscious mental growth of infancy and early childhood is the normal development of the child. He learns to hear, to see, to use his hands and his limbs, for the most part without any consciousness of the process by which he does it. He learns a vocabulary of words and a number of idioms of his mother tongue, mostly by unconscious imitation. This is all changed when he comes to school. Instead of learning the pronunciation of new words by imitation, partly or wholly without any conscious effort, we teach him phonics, and try to get him to find out the pronunciation of new words for himself by means of diacritical marks. We analyze the words of his vocabulary, and he for the first time discovers that *cat* consists of three sounds. Before this, words were of use to him only in so far as they suggested a thought; now they have become to him objects of thought. Before he came to school he saw only the souls of words; now he is required to study the anatomy of their bodies. Before this, he used sentences automatically, to express a thought; now he must construct *asking sentences, telling sentences, and commanding sentences*, merely for the sake of making sentences, and showing how they are severally used. He is now made conscious of the process by which he expressed thought unconsciously before. He, for the first time, discovers that he has been using *subjects, and predicates, and modifiers*, and in some schools is made to commit to memory the rules by which he has been talking ever since he was two years old.

The same is true of our teaching of arithmetic. Before the child came to school, he unconsciously learned that if he had three apples and a playmate took one from him he had fewer than he had had before, and he indicated his knowledge of number by crying until the apple was brought back; now he is taught that this is called *subtraction*, that there is a *minuend, a subtrahend and a remainder*. Later on he is required in some schools to commit to memory the definition of these terms, and the rules by which the figures in the operation are manipulated. The same is true of the processes called multiplication, addition, and division. If we should continue the unconscious work which the child is doing in all these directions before he comes to school, when we take him into our primary schools there would be far more mental growth in these schools. The work of the kindergarten accomplishes this result to a large extent.

All this work is based on the false assumption that the child is not learning unless he is conscious of the fact; that nearly all mental growth is *conscious* growth. Quite the contrary is the truth. The best and most healthy mental growth, is unconscious growth. This is true not only of children, but also of adults. If there were no mental development except where there is a conscious effort at learning, there would be little thought in the world.

The most pernicious effects of this false assumption is seen in the character of our class criticisms. We assume that in order to correct the child, we must show him his mistakes, tell him how to correct them, and caution him not to make them again. We shall content ourselves by citing reading as it is taught in most schools, as an illustration. The child mispronounces a number of words as he reads his paragraph. When he is done, the teacher calls for criticism by the class. The child's attention is called to the mispronounced words, and the correct pronunciation is given him. The criticism has now made him conscious of the pronunciation of words which he before pronounced unconsciously. The next time he meets these words in reading he thinks of the pronunciation, and in so far, cannot think of the thought he is reading. If this work is done carefully from day to day, it is one of the best means to prevent a child from learning to read. If a man were in the

habit of mispronouncing one tenth of the words of his vocabulary, and a friend should begin the work of reformation with him, and correct in the above manner only five words a day, he would make it impossible for that man to speak without considerable embarrassment in the presence of his critic. Every time he would have occasion to use a word on which he had been corrected he would think of the pronunciation, and the current of his thought would be interrupted. This would be only an extreme case, illustrating the work done in many schools.

If to the above criticism, in case of the child, there is added yet a criticism on "minding pauses," on slides of the voice, on "reading too slowly, or too fast," as is done in a few schools yet, we may perhaps see why so few children learn to read intelligently in school. These criticisms all tend to prevent the child from getting the thought he is to read by directing attention to something else. There is room for judicious criticism, but it is not the aim of this article to show its proper place. If we have succeeded in showing that we are guilty of having "done many things which we ought not to have done," the purpose of this article has been accomplished.

For the SCHOOL JOURNAL.

THE TRUE WORK OF A SCHOOL.

By F. B. GAULT, So. Pueblo, Col.

That a school is a school, is a simple proposition that seems likely to be overlooked by some people.

A school is not a work shop, a humane society, a philanthropic organization, but a place where ignorance is displaced by wisdom, where weakness is supplanted by strength, and inability yields to power; where a child takes in that mental endowment which, at a later period, will enable him intelligently to pass judgment upon current financial, social, moral and civil questions. Some school people, who should know better, actually reduce the limited time allotted to study by the average boy or girl, by having lessons in planing and carving, sawing and hammering, sewing and baking, darning and knitting, while the few but golden hours of youth's opportunity for learning wisdom and acquiring mental power are frittered away in trying to gain a little manual skill, which any smart boy or girl can, when necessity requires it, acquire in two days' time.

Why force this idea of bread-and-butter education upon innocent youth? Must the whole course of instruction be subordinated to the one question of what education will enable the child to heap up the most dollars?

Must the sweetness, the freedom from care and anxiety as to the future, be driven out of children?

Shall we teach youth to measure all things by the money test?

Must we, as teachers, admit that there is no value to an education save the money value? Has truth no value in itself? is it unworthy of consideration, unless we can wring dimes, dollars and eagles out of it?

Is the faculty that gains and hoards the only thing in child-mind that needs attention?

Must we abandon instruction in reading, science and mathematics, and teach only the art of money-getting and money-saving?

Must our public schools ignore all other art and science, and teach the single art of bread-winning? Shall we eliminate from our courses of instruction everything not directly fruitful of bonds, lands and bank accounts? and then again narrow this sort of instruction to that which leads to the surest and swiftest piling up of these things? And yet the so-called manual or industrial education, as a part of the common school course, means, if fully developed, these results.

There is a field for industrial training. It is a kind of education that should be fostered; but as long as the average term of tuition for American youth is less than three years, it has no place in the common schools.

Education in the schools has a higher mission

and duty than merely securing expertness of hand or imparting knowledge of facts. The true objective point of a course of instruction is to make *thinkers*. Of course, we must not expect in all cases profound, logical thinkers, but, as teachers, we fail unless we stir up and invigorate the best thought of which each is capable. There is within us a spirit, a mastery, an ambition, a power to achieve, that controls the cunning of the hand and utilizes the powers of the mind, enabling us to make the most of our aptitudes, powers and environment.

This is the paramount duty of the teacher. There should be a divinity permeating our teaching that should make the indifferent quake, and the earnest put forth their best energies and endeavors. The teacher that cannot, or will not, awaken mind, create a thirst for knowledge, arouse zeal, quicken energy, and intensify thought, is unfit for the exalted position she fills.

That education that aims to make the hand alone expert is a low function of the school. That education that gives only facts and knowledge relating to specific life-work, falls short of attaining the highest good of the child. But that education that develops, expands, vitalizes, and directs the high moral and spiritual forces of the child will give the completest lives and the greatest success.

OUTLINE OF WORK FOR THE MIND CLASS.

TIME—ONE WEEK.

1. Write the five things you like best to think about.
2. Write five characteristics of your mental operations. Examples: "I remember dates." "I cannot reason out the problems of arithmetic easily."
3. How many distinct kinds of mental faculties can you recognize? As for example: imagination, memory, will, etc.
4. Which of these, in your case, seems to be most fully developed?
5. Under what mental conditions can you think easily?
6. Is your mind improving? Give five reasons why you think it is, or is not.
7. Name five ways in which your mental activity is promoted.
8. How long can you think of one thing to the exclusion of all others?
9. State the connection, in your experience, between abstraction, association, and imagination?
10. Is it possible to talk about anything of which you are not thinking?

RULES OF THE CLASS.

1. Members of the class must send their names and addresses to us; they will then be enrolled, and a number forwarded to each.
2. Each member is required to record, neatly, answers to the questions given on *one* side of *separate sheets of paper, pagged*.
3. By lot, one or more numbers will be called for to be sent to us, to be published if we see fit. No names or personal criticisms will be made public.
4. Each member of the class is expected to be as faithful as possible.

CHILDISH PLEASANTRIES.

Little Jack—My mamma's new fan is hand-painted. Little Dick—Pooh! Who cares? Our whole fence is.

Little Mattie, three years old, stepped across the floor, lifting her feet high and saying, "Now, I'm a stepmother."

Tommy awoke in the night and heard his father snoring fearfully. "Mamma!" he cried, "I can't go to sleep again when papa is sleeping out loud!"

"Jennie, what makes you such a bad girl?" "Well, mamma, God sent you the best children he could find, and if they don't suit you I can't help it."

"Mamma, the old hen is sitting." "Say setting, my child." "But setting ain't right." "Don't contradict. I know better than you. The old hen is setting." "All right. She's setting—on the fence."

FOR THE SCHOLARS.

NOTEWORTHY EVENTS AND FACTS.

FOREIGN.

The siege of Khartoum has been raised, and no more English troops are to be forwarded.

The Emperors of Germany, Russia, and Austria gave a banquet at Skierniewice; Ninety persons attended.

At Stamford, Conn., a gang of about 60 boys, organized for purposes of petty thefts, has been discovered, and some of the members arrested.

The new torpedo boat of the Submarine Motor Company performed several curious evolutions at the foot of 13th street on the Hudson River.

The Freshman class at Cornell University is very large this year.

A new vault to hold 50,000,000 silver dollars, has been completed in the Treasury Building at Washington.

Postmaster-General Gresham has been appointed Secretary of the Treasury.

The American Institute Fair is now open. A great many of the exhibits are not yet in place, but will be very soon.

DOMESTIC.

Tin has been discovered in West Virginia.

An earthquake shock was felt in Canada, Michigan, Ohio, and Indiana.

Great excitement prevailed in Toms River, N. J., over the murder of a citizen. The wife, a daughter, two sons and another man, have been arrested on suspicion.

Seven hundred operatives in the Candee Rubber Works at New Haven, struck recently for fresh air, and were given leave to raise their windows a few inches.

The first skeleton of a mastodon ever unearthed in Michigan and the largest but one ever found, was discovered recently near Grand Rapids. It measures 12½ feet in height.

The British gunboat "Wasp" was wrecked off Tory Island on the northwest coast of Ireland, and 52 lives lost.

The Powers have interfered with England's financial policy in Egypt.

The authorities at Constantinople are about to send a thousand reinforcements to Albania to quell the disturbances along the frontier.

Three balloons, named respectively the Colonel, the Monarch, and Robin Hood, each with several voyagers, which ascended at the celebration of the Lunard centennial in London, after addresses and music, descended safely twelve miles westward of the ascent.

Three German men-of-war are going to Egypt to act for the protection of German interests.

The cholera at Naples continues to abate. There is a marked decrease in the number of fresh cases. Great quantities of sulphur are still burned with a view to purifying the atmosphere.

The Italian Government proposes to present a bill to Parliament providing for the demolition of the slums of Naples. Excessive heat prevails there, but the general condition of the city is improving.

The German Government has prohibited the holding of three socialist meetings in Berlin. The socialists in retaliation threaten to obstruct any meetings held by other parties.

It is reported that all the Powers are now united in resisting the efforts of Turkey to emancipate herself from international control.

PUBLISHERS' NOTES.

The INSTITUTE is one of my best friends. V. A. L.
Have read Payne's Lectures with much pleasure and profit. K. M. D.

Received my JOURNAL this morning. It improves every week. J. D.

I congratulate you on the added strength to your well-conducted, wide-awake JOURNAL. Newark, N. J. E. O. HOVEY.

I subscribe for, and read with great pleasure, the INSTITUTE, and feel that it will aid me in the coming year's work. E. J. B.

The SCHOOL JOURNAL and your publications are doing a grand work—more than any others, it seems to me, in showing up the best methods. W. E. L.

I find that the INSTITUTE is growing in favor as well as in usefulness. You have many subscribers and friends here. W. MAC INTOSH.

Modoc, Ontario.
I am delighted with your last number of the JOURNAL. It is full of excellent hints, and, what is better, full of the love of truth and of faith in its resistless power. Laporte, Ind. W. N. HAILMANN.

I shall do all in my power to gain subscribers for your JOURNAL, which I think pre-eminently the best school paper I ever read. You are doing a grand thing for the work. God speed you. G. W. C.

Supt. Nance Co., Neb.

The monthly visits of the TEACHERS' INSTITUTE is a continual reminder of its usefulness in the school, as it helps to overcome difficulties and problems in teaching and school management. I am trying to put it into the hands of every teacher I can. B. W. F.

A few days ago I sent you a postal, saying that I did not intend to renew my subscription to the INSTITUTE, but after considering the matter I concluded that no other paper so exactly meets my requirements as the INSTITUTE, hence enclosed find \$1.00 for the INSTITUTE another year. A. M. M.

HORSFORD'S ACID PHOSPHATE

BEWARE OF IMITATIONS.

Imitations and counterfeits have again appeared. Be sure that the word "HORSFORD'S" is on the wrapper. None are genuine without it.

BOOK DEPARTMENT.

NEW BOOKS.

MARCUS AURELIUS ANTONIUS. Paul Barron Watson. New York: Harper Brothers. \$2.50.

The fact that it has never before been written in the English language is reason enough for the present biography of the illustrious Roman emperor. Mr. Arnold's comparison of Emerson to Marcus Aurelius has perhaps added to American curiosity concerning the latter, and the present book will be especially welcome just now.

The author says, in his preface, that he has aimed to make useful all that has previously been written on the subject, and the list of works consulted appearing at the end of the volume, indicates careful, thorough preparation and that conscientious spirit so essential in a work of this nature. He also disclaims any pretension on the part of the book of being more than a study of character, which accounts for the elimination as far as possible of all such details of contemporary history as do not have a direct bearing on the subject.

The reader is at the outset struck with the author's clearness and simplicity, and his confident grasp of the situation. He first sets his character in true historical perspective, and then coming nearer, introduces us familiarly to his immediate surroundings. The treatment is divided into the childhood and youth of the subject; his period of probation; his accession to the throne; his legislation; the Parthian War; the war with the Marcomanni; the journey to the East; the "Thoughts"; the Emperor's death, and a final chapter on his attitude toward Christianity. The facts and writings cited in this chapter all tend to the conclusion summarized in the author's closing words: "In short, the Christianity which was offered to Marcus Aurelius was not the Christianity of Christ. It was heresy, and he rejected it."

We see in the legislation and public acts of the emperor a degree of conformation to the tremendous pressure of the age; but his individuality asserts itself in the "Thoughts." Around these the interest of the biography centers, for in them we find the man.

The author, in addition to remarkable perspicuity in narrative, must be credited with a sympathetic spirit and vigorous suggestiveness in his comments, which are yet never intrusive or officious. Altogether, this is a book for which the English-reading public will be heartily grateful.

THE CORNELLIAN. Published by the Junior Class of Cornell University.

Among the college annals published by the students of different universities, none is more welcome to our desk than "The Cornellian." It is, altogether, the most elaborate and carefully prepared of any we have seen. It is issued this year under the able management of the senior editor, E. H. Bostwick, and his assistants, all members of the Junior class. The book is profusely illustrated by finely executed engravings, representing the insignia of the different societies, and interspersed with woodcuts showing various interesting phases of college life, handsomely and artistically presented. The letter-press includes some carefully compiled statistics of interest to all Cornellians, and making the volume specially valuable as a reference-book. It abounds in clever hits and take-offs on college themes—funny without the coarseness of some college joking. For typographical excellence the publication deserves special mention, and its perfection in this regard has been reached by making its frontispiece a beautiful heliotype portrait of Andrew D. White, the accomplished scholar and popular president of the university. The editors are entitled to the heartiest congratulations on the success of their undertaking.

THE PARADISE OF CHILDHOOD. By Edward Wiebé. Milton, Bradley & Co., Springfield, Mass. \$1.50.

This guide to Kindergartners may be obtained of J. W. Schermerhorn & Co., 7 East Fourteenth street, New York, the well-known dealers in kindergarten materials. The book contains instructions for the establishment of kindergartens; the material needed, and the location, furniture, and general arrangement of the building; and directions for using the kindergarten gifts. Seventy-four plates of illustrations are given, showing many ways in which each gift may be used. These illustrations are of great service to primary teachers, as they furnish almost endless suggestions for busy work, such as the laying of tablets and figures, perforating, sewing, embroidery, paper cutting, folding and mounting, braiding, weaving, interlacing, peas work, modeling and drawing.

THE KINGS MEN: A Tale of To-morrow. By Robert Grant, John Boyle O'Reilly, J. S. of Dale, and John T. Wheelwright. New York: Chas. Scribner's Sons. \$1.25.

This charming novel—for novel it is—opens well. We are introduced to the hero, who is an impoverished English earl, during the first part of the 20th century, and the other characters rapidly follow, while the strange, and not very probable plot thickens. We are led on, and on, wondering what will next happen. The main features of the story turn on an unsuccessful attempt to restore the King to the throne after he has been banished by the people of the British Republic. The humor with which the story is started is not kept up. There is so much room for imagination that the reader wonders why the authors did not go deeper into prophecy, instead of merely skimming the surface—thus letting interest depend on plot and characters alone. But their story is well told, and the authors deserve credit, for their work shows thought.

PRESCOTT LEAFLETS. Selections from the works of William Hinckley Prescott. Edited by Josephine E. Hodgdon. With Biographical Sketch Phila.: J. B. Lippincott & Co.

The selections consist of such passages from this brilliant and fascinating writer as will introduce the children of our homes to the wonderful stories told by America's great historian, and will encourage them to connect school or home reading directly with the best historical literature.

They are published in two forms,—pamphlet or book form and leaflets,—enclosed in a neat case.

The leaflet form has been found to enlist the hearty interest of pupils, and greatly to facilitate the work of the teacher in preparing various school exercises, prominent among which are reading at sight, silent reading, language lessons, declamations, study of the author's meaning and language, short quotations in answer to the daily roll-call.

The plan and the selections used are the outgrowth of experience in the school-room, and their utility and adaptation to the proposed aims have been proved. Sent, postpaid, for 50 cents. Leaflets or Pamphlets, separate, for 25 cents.

A COUNTRY DOCTOR. Sarah Orne Jewett. Boston: Houghton, Mifflin & Co. \$1.25.

This is a very quiet, pleasant little story, with hardly an excuse for being so long. It contains a lively smattering of New England country dialect here and there, and a mild, human spirit quite in keeping with the title. The main interest seems to centre in a young girl having strong inclinations toward medicine and surgery. It would be interesting to know just how many writers of recent stories have simultaneously hit on this theme. It is here brought to a most gratifying conclusion.

GOOD STORIES. Charles Reade. New York: Harper & Brothers.

Charles Reade was pre-eminently a story-teller, and never a dull one. Whatever he may have lacked, there is always a vigor and spirit in his productions that has made his name welcome to thousands of readers. The stories in this volume are all interesting, and taken together make a volume of light reading which ought to be largely sought by lovers of fiction. The second part of "Good Stories of Man and other Animals" is especially bright and full of original material. The volume is uniform with the different editions of the author's works issued by the publishers.

MAGAZINES.

St. Nicholas is delightful this month, as it always is, with pleasant reading and pictures. "The Biography of Richard," by Noah Brooks, is one of its most entertaining features.

The September *Foreign Eclectic* has reached us with its usual discriminating selections from current European literature.

The *American Naturalist* this month is brimful of matter relating to its particular field, which it occupies with commendable thoroughness.

Our *Little Ones and the Nursery* is remarkable among the magazines for little people, as we are reminded by the current number.

Little's Living Age for Sept. 27th contains an estimate of Goethe's character and work, by J. R. Seeley, from the *Contemporary Review*, which will be read with pleasure by admirers of the great German author.

We have to acknowledge receipt of *The Sanitarian* containing useful information and suggestions.

The October *Magazine of American History* contains

articles readable, and of timely and varied interest. "Curiosities of Invention—a Chapter of American Industrial History," from the able pen of Charles Barnard of the *Century*, will be read with interest.

LITERARY NOTES.

Among the many bright things in the current *Wide Awake* none will attract the teacher more than Amanda B. Harris's third paper on "Old School Days."

Messrs. Lee & Shepard's fall announcements include "One Year's Sketch-Book," illustrating the seasons; three books of colored designs. "Baby's Kingdom," "The Guest Book," and "My Lady's Casket," unique in conception and beautifully executed; and additions in the series of illustrated Hymns and Ballads, "The Mountain Anthem," by William C. Richard, author of "The Lord is My Shepherd," and "From Greenland's Icy Mountains," which will also appear in the "Golden Floral Series."

Another splendid work is "Orchids, the Royal Family of Plants," comprising twenty-four magnificent specimens from nature in colors, designed by Harriet Stewart Miner, and accompanied by appropriate letter press.

Another charming book, will be "Lady Geraldine's Courtship," by Mrs. Browning, with illustrations by Hennessy, engraved by Linton. Six favorites of the "Golden Floral Series," will appear this season in an entirely new and exquisite style of binding.

Under the title of "Battles and Leaders of the Civil War," *The Century* will soon begin a series of separate papers, the object of which is to set forth, in clear and graphic manner, the life and spirit of the most important of modern military conflicts—the War for the Union. The main portion of the scheme will be papers of a popular character on the great engagements of the war, by general officers high in command at the time, either upon the Union or the Confederate side. "Shiloh" and "Vicksburg" will be described by General Grant; General Beauregard will write of the "First Bull Run"; General McClellan, of "Antietam," etc., etc. The Passage of the Forts below New Orleans will be described by Admiral Porter, and the fight between the Monitor and the Merrimack by Colonel John Taylor Wood, the senior surviving officer of the latter vessel. The illustrations of the scheme will receive most careful attention. *The Century* has at its disposal a large quantity of maps, plans, authentic paintings and drawings, and especially photographs of camp scenes, battle-fields, etc. There is every promise of the enterprise being remarkable in magazine literature.

CATALOGUES REPORTS AND PAMPHLETS RECEIVED.

Report of the proceedings of the Oregon State Teachers' Association.

Biennial Report of the Superintendent of the Newark, N. J. public schools.

Annual Report of the Decatur public schools.

Catalogue of Lake Forest University.

Course of studies for the Common Schools of the State of Kansas.

Suggestions Respecting the Southern Educational Exhibit—from the Bureau of Education.

Catalogue of the North Western Ohio Normal School. The Law and Rules of Practice Relating to Appeals to the N. Y. State Supt.

Manual of Public Schools of Parke County, Ind.

Reports of New Haven Public Schools.

Catalogue of Pure Fountain College, Smithville, Tenn.

Report of the Schools of Portland, Ore.

Report of the Public Schools of Albany, N. Y.

Shoppell's Building Plans for Modern Court School Houses.

Ogilvie's Handy Book of Information.

Reports of the Public Schools of Kansas, Mo.

Course of Study Pursued and Text-Books adopted by the Utah County Teachers' Association.

CATARRH.

A clergyman in Newbern, N. A., who had suffered with Nasal Catarrh for nearly twenty years, after using Compound Oxygen for four months, reports himself cured. He says:

"My Catarrh, which was in the form of an ulcer in my head, and on which dark green scabs constantly formed, and which had existed for eighteen or twenty years, is gone. No scabs form, and the disagreeable sensation has passed away. My vocal organs are much strengthened. I preach now three times a week, and feel stronger and better in every way."

Another clergyman residing in Massachusetts, has used the Treatment for Catarrh, and gives the following statement of benefits received:

"I have now used your Oxygen Treatment three months and will state results. After I had used it for six weeks my Catarrh was much better. The gathering of mucus abated considerably, so much so that 'hawking' and spitting rarely occurred. I lost largely the sense of the presence of mucus in the nasal cavities. With the decrease of the mucus my voice improved and my enunciation became more easy and distinct. I can now preach an hour without throat irritation, and enunciate distinctly and with ease."

Mr. W. B. Sweet, of Taunton, Mass., publisher of the *Family Journal*, gives the following testimony to the value of Compound Oxygen in Catarrh and Bronchitis:

"I would like to say a few words in favor of Compound Oxygen. Having given it a trial for Catarrh and Bronchial troubles, I was surprised with its wonderful curative properties. It has done more for me than any of the so-called Catarrh and throat remedies I have ever used, and I can say I am now almost entirely free from either of the above affections."

Our "Treatise on Compound Oxygen," containing a history of the discovery and mode of action of this remarkable curative agent, and a large record of surprising cures in Consumption, Catarrh, Neuralgia, Bronchitis, Asthma, etc., and a wide range of chronic diseases, will be sent free. Address, Drs. STABLEY & FALES, 1109 and 1111 Girard St., Phila.

For the SCHOOL JOURNAL.

OBJECT TEACHING VS. ILLUSTRATIVE TEACHING.

An article appears on page 132 of the JOURNAL for Sept. 13th, that should be reviewed in the interest of definition of professional terms. The article is a report of a lesson in history that was witnessed by the author of the report. From the report, the lesson was conducted as follows: (1) The teacher read to the class some anecdotes of the historical person that was the subject of the lesson. (2) The teacher then asked in substance what peculiarities of the character of the historical name were revealed by the anecdotes. (3) The members of the class made answer to these questions and the answers were written upon the blackboard. (4) The teacher raised questions upon those answers given by the class, and thus extended the scope of the lesson so that it touched upon the condition of the people among whom the hero of the lesson figured. (5) The teacher had hung in the class-room a picture of the man whose character was the theme of the lesson, and the members of the class had examined it. Thus far the report of the lesson is well done, and it possesses value for the reader.

The reporter puts forth the above lesson as an example of object teaching, and in doing this he follows the popular conception of this system of teaching. What was there in the mode of conducting the lesson that classifies it as an object lesson, or as object teaching? Object teaching is teaching objects for their own sake; it proceeds upon the theory that the objects taught are present to the class and are examined in detail by the members of the class, in order to know the object as an end. When these conditions can exist object teaching is possible; when they cannot exist object teaching is impossible. That is not object teaching where objects are introduced to the class for the purpose of elucidating points that belong to matter not contained in the object itself; such

teaching, when used, is illustrative teaching merely. When pupils use objects, corn, beans, or sticks, to assist them to learn number, the objects themselves are not studied; this is illustrative teaching, and its purpose is to assist pupils to obtain in their minds by means of some analogy a clear notion of the point or matter to be learned. In object teaching there is no analogy or reflection of thought, for the object itself is learned truly as it exists. "Teaching Objectively," if it means anything, must mean object teaching or else illustrative teaching; for an object can be used in the recitation room in only two ways; it must be used for the matter of study which it contains within itself, or else it must serve to illustrate a point in some matter that it does not contain; nothing else is possible. The Reformers received their honors because they introduced objects into their classes; those objects were the things that were studied in order to learn them as an end into themselves, and not as means to ends in other matter.

Turn now to the lesson in history. What constitutes the subject-matter of history? History is a record of events and a description of men and things that figured in those events; it is the past continued in the present in the form of language; it is not events themselves, but the record of them. Hence from the very nature of the subject-matter of history, it cannot be studied or presented for study by a system of object teaching. All that students can do is to study such language as can be found upon the theme, whether that language be in the form of texts or of utterances of the teacher. The student learns history from these forms of language; these forms assist him to conceive the things and the condition of things which existed at the date named in the records of history. Maps, charts, pictures, statues, aid the student in history in the same manner that kernels of corn aid pupils to learn number—they assist the mind to conceive correctly the real things to be learned—they help to illustrate the point to be acquired; but they are in no sense studied for their own sake,

or as an end in themselves; they are only means to ends; and hence that form of teaching which introduces them for purposes of illustration is not object teaching. Whenever these objects become objects of direct study as specimens of the products of industry, they are presented as such to students to be examined, and the lesson becomes an example of object teaching. The character of the historical person was under discussion in the lesson reported; the teacher read anecdotes of the man. But this course brought before the class the real man in his acts no more than a report of a state educational meeting brings before its readers the meeting itself, its members and their acts.

If to bring reports of events before the class is object teaching, the Educational Reformers have lived in vain. Besides, what special gain to advanced students is made by the teacher taking the time of the recitation to read anecdotes that might have been read by the students themselves before the recitation? Is the teacher's time spent to the greatest advantage when doing in the recitation the reading that the students could have done before the recitation? One of the purposes of school work is to teach students to use books intelligently; skill in this is acquired only by learning how to interpret the page. While the art of teaching students to use intelligently a text-book is almost synonymous with the art of questioning, with the art of educating and with the art of acquiring, yet this art is not object teaching, however valuable it may be in itself. The habit of intelligent questioning is the essential thing when studying objects, as well as when studying matter that is in the form of the printed page.

The subject matter of mathematics is of such a nature that mathematical truths cannot be taught by object teaching, although they can be taught by illustrative teaching. Hence the scope of the foregoing review of the lesson in history, will apply with equal force as a review of the lesson in geometry, reported on pp. 148 of the JOURNAL for Sept. 20, 1884. X.

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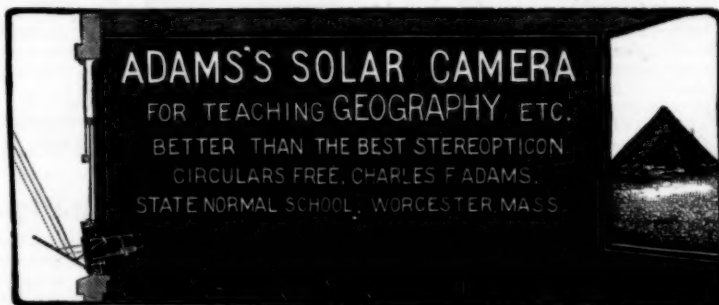
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